DOCUMENT RESUME

ED 458 915 JC 020 031

AUTHOR	Ruiz, Rachel Sue
TITLE	Transforming a Community College in Support of Learning: A Case Study.
PUB DATE	1999-08-00
NOTE	278p.; Doctoral Dissertation, University of Texas at Austin.
PUB TYPE	Dissertations/Theses - Doctoral Dissertations (041)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Change Strategies; Community Colleges; *Educational Change; Educational Planning; *Institutional Mission; Student Centered Curriculum; Two Year Colleges
IDENTIFIERS	*Palomar College CA

ABSTRACT

This is a qualitative case study that was conducted on Palomar College in North San Diego (California). Palomar made an institutional commitment in its vision statement to transform the college into a "learning college" that emphasized student learning. The purpose of this study was to identify strategies and processes in transforming community college institutions from an instructional paradigm into a learning paradigm. Using qualitative methodologies such as interviews, observation, and document analysis, the study explored the factors that motivated the change in Palomar, the current situations of the reform, and various factors that shaped the situation. The study found that the transformation process within the college was slow and difficult in part because the reform effort was limited by various external forces and demands, such as the new legislative standards required by the California legislature for accountability purposes. Another challenge was that the internal culture and climate were resistant to organizational change. Despite these difficulties, there was tangible evidence that some innovative activities and programs were being implemented; therefore, the transformation of the institution may still be in an early stage of a longer process. (Contains 97 references.) (GC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 458 915

TRANSFORMING A COMMUNITY COLLEGE IN SUPPORT OF LEARNING:

A Case Study

by

Rachel Sue Ruiz, B.S., M.P.A.

Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

In Partial Fulfillment

Of the Requirements

For the Degree of

Doctor of Philosophy

The University of Texas at Austin

August 1999

BEST COPY AVAILABLE

JC020031

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

R. Ruiz

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Copyright

By

Rachel Sue Ruiz

1999

This dissertation is dedicated to

Ruben, Ronald and Randall Ruiz,

the three most important men in my life

for the past 33 years.

ACKNOWLEDMENTS

Praise God from whom all blessings flow!

I would like to take this opportunity to acknowledge and express my sincere appreciation to each of the members of my dissertation committee. Dr. John E. Roueche has been my role model in demonstrating the skills required for becoming an effective leader. Dr. Donald Phelps has shown me the political savvy laced with social grace that all leaders must possess. Dr. William Moore has stressed the importance of scholarly pride and achievement. Dr. Norvell Northcutt has been an inspiration in assisting me to chart a new course within Interactive Qualitative Analysis research methodology that he designed. Max Sherman has always taken the time to ensure that I produce my best work.

My sincere thanks to Dr. George Boggs who so graciously opened the doors of Palomar College to conduct my study, and to Robert Barr, John Tagg, Lynda Halttunen and Barbara Baldridge who assisted me in editing for content and grammar of this document. My warmest appreciation to Debby Garrett, who assisted me with the transcription of the interview documents.

My appreciation to Dr. Jim Scheurich who has always been there for me and who provided the foundation for understanding qualitative

research. My sincere thanks to Dr. William Isaacs of MIT University who helped me understand the value of communication, dialogue and respect for the individual during the implementation of a change process. And to Dr. Peter Antoniou who motivated me during the last stretch of completing this dissertation with his knowledge, guidance and love.

To my parents, husband, sons, daughter-in-law, sisters, brothers and my many, many relatives and friends who prayed and loved me through this journey. And last, to the pearl of my life, *Natalie Anna*.

TABLE OF CONTENTS

List of Figures xi

Chapter One: Introduction To The Study 1

Overview Of The Study 2
Statement Of The Research Problem 4
Focus Of The Study 5
    Background: Palomar College 6
    Defining The Traditional Structure 7
    The Learning Organization 12
Significance Of The Study 14
Assumptions 15
Limitations 16
Definition Of Terms 16
Chapter Summary 18

Chapter Two: A Review Of The Literature 20

The Learning College 20
Strategies for Conducting The Change Process 24
Strategies to Facilitate Change 33
Strategies That Impede Change 37
Chapter Summary 45

Chapter Three: Methodology Overview 50

Research Assumptions 51
Rational For Methodology 53
    Naturalistic Inquiry 53
    Case Study 54
    Grounded Theory 56
    Interactive Qualitative Analysis (IQA) 57
    Rational Methodology 58
Research Design 59
    Unit of Analysis 59
    Instrumentation 63
    Sampling 66

Research Plan and Timelines 68
Research Design Summary 70
Data Collection 70
Interviews 72
Focus Groups 74
Observations 79
Journaling 80
Summary 80
Data Analysis 80
Thematic Analysis 81
Interactive Qualitative Analysis 84
Final Data Analysis 90
Verification 92
Methodological Limitations 94
Chapter Summary 96

Chapter Four: Participant Findings: Factors that Facilitate and Impede the Change Process 98

Introduction 98
Institutional Profile 99
The Impetus For Change 100
External Requirements 100
Internal Changes 109
Cultural Perceptions of the Change Process 117
Level One Administrators' Focus Group 118
Level Two Administrators' Focus Group 135
Faculty Focus Group 152
Management Strategies Used to Implement Change 169
Mission 169
Leadership 172
Governance Structure 175
Planning 177
Implementation 179
Innovation 183
Chapter Summary 184

3

Chapter Five: Discussion, Implications, and Recommendations 186

Introduction 186
A Grounded Theory for Organizational Change:
  Three Stories 188
  Level One Administrators' Focus Group 192
  Level Two Administrators' Focus Group 199
  Faculty Focus Group 204
Discussion of Study Findings 212
  Research Question One: Developmental Analysis 212
    Research Question Two: Cultural Analysis 214
  Research Question Three: Participant Analysis 217
Implications and Recommendations 221
  Climate for Change 222
  Strategic Planning 223
  Innovation 223
Recommendations for Further Study 224
Conclusions 226

Appendices

A General Model of Social Analytics 230
B Research Consent Form 231
C Study Participants 232
D Focus Group Interview Protocol 233
E Focus Group "LOA" Interview Questionnaire 234
F Focus Group "LTA" Interview Questionnaire 236
G Focus Group "Faculty" Interview Questionnaire 238
H Focus Group "Common Category" Questionnaire 240
I ffinity Diagram: LOA Focus Group 242
J Affinity Diagram: LTA Focus Group 245
K Affinity Diagram: Faculty Focus Group 248
L Interrelationship Digraph Matrix - IQA - LOA 251
M Interrelationship Digraph Matrix - IQA - LTA 252
N Interrelationship Digraph Matrix - IQA - Faculty 253
O Interrelationship Digraph Analysis - IQA 254
P System Influence Diagram - LOA 255
Q System Influence Diagram - LTA 256

R System Influence Diagram - Faculty 257
S Documents Reviewed for Case Study 258

References 259

Vita 267

List of Figures

Figure 1: Structural/Traditional Limits on Education 10

Figure 2: Mission and Purpose of the Learning Paradigm 113

Figure 3: Interrelationship Digraph Matrix – LOA Focus Group 119

Figure 4: Interrelationship Digraph Matrix – LTA Focus Group 136

Figure 5: Interrelationship Digraph Matrix – Faculty Focus Group 153

Figure 6: Themes Identified Among Focus Group Participants 190

Figure 7: System Influence Diagram – LOA Focus Group 194

Figure 8: System Influence Diagram – LTA Focus Group 200

Figure 9: System Influence Diagram – Faculty Focus Group 205

Figure 10: System Influence Diagram – Results of Three Focus Groups 211

CHAPTER ONE

INTRODUCTION TO THE STUDY

As leaders of higher education institutions respond to challenges regarding productivity, quality, access, and competitiveness, they must identify new ways to create solutions. A decline in public revenue, changing student demographics, and increased enrollments necessitate achieving the teaching mission while competing for a limited funding base. Maintaining high standards for both faculty and students in the context of rapid change requires institutional leaders to examine the organization's academic and social values while promoting quality education. Many leaders in higher education are dedicated to a diverse student population and are motivated to identify more flexible ways of providing educational opportunities to students. Finally, the competition for limited funds is encouraging institutional leaders to establish aggressive campaigns for the recruitment of future students (Oblinger & Rush, 1997). These pressures on higher education institutions are forcing community colleges to transform their organizational structure and, simultaneously, to develop internal coping mechanisms as they move into the 21st century.

OVERVIEW OF THE STUDY

In recent years, education in the United States has come under sharp criticism. In the past two decades, key reports were issued which launched major educational reform efforts in this country. In 1983, The National Commission On Excellence in Education published A Nation at Risk: The Imperative for Educational Reform, which focused on the problems affecting K-12 American education and recommended solutions to these problems. This report was instrumental in launching a major educational reform movement. Nevertheless, these reforms failed, and have "deteriorated . . . by every possible indicator" (Roueche & Roueche, 1993, p. 18).

Ten years after A Nation at Risk, the Wingspread Group on Higher Education published An American Imperative: Higher Expectations for Higher Education. This study promoted a second wave of educational reform (O'Banion, 1997). Its findings were presented as "An Open Letter to Those Concerned about the American Future." It encouraged leaders to restructure the design of their organizations to align with students' personal, social and professional needs for the 21st century. The focus of An American Imperative was on quality learning for each student. The report stated that, "Putting learning at the heart of the academic enterprise will mean overhauling the conceptual, procedural, curricular, and other architecture of post-secondary education on most campuses" (Wingspread Group on Higher Education, 1993, p. 19).

In a 1988 call for reform, the Commission on the Future of Community Colleges focused on two year institutions in Building Communities: A Vision For A New Century. This report challenged colleges to redefine and expand their mission to include the formation of new partnerships, to develop learning communities, and to build a climate for learning (Commission on the Future of Community Colleges, 1988).

As community colleges struggle with reform, the focus of education is shifting from teaching to learning. As early as 1972, attention was being given to the focus on learning (Roueche & Pitman, 1972). In their book, A Modest Proposal: Students Can Learn, Roueche and Pitman note the challenges reform efforts encounter. Citing Mort and Cornell (1941), the authors point out that "approximately fifty years typically elapse between the identification of an educational need and the development and adoption of a solution" (as cited in Roueche & Pitman, 1972, p.51).

By the mid-1990's, halfway through that fifty years, the discussion of moving from teaching to learning was becoming a prominent topic in community college literature. For instance, Boggs (1993) stated that the mission of community colleges should emphasize "learning, not teaching" (p. 2).

Other advocates focusing on learning included Robert Barr and John Tagg (1995) who published "From Teaching to Learning: A New Paradigm for Undergraduate Education." They noted the importance of shifting from an instruction to a learning paradigm when they stated, "As teachers, we want above all else for our students to learn and succeed. But the heart's feeling has not lived clearly and powerfully in our heads" (p.14). They also pointed out that change efforts within organizations could create struggle. To limit discord, they suggest that change "be a process of gradual modification and experimentation through which we alter many organizational parts in light of a new vision for the whole" (Barr & Tagg, 1995, p.20).

More recently, O'Banion (1997), in A Learning College for the 21st Century, strongly suggests that to overhaul a system is not merely to fix it, but to literally destroy the traditional approach to teaching and to build a completely new structure that will intensify student learning. In this book, O'Banion discusses the importance of "not tweaking a system to fix a few broken parts; [but a] destruction of much that is traditional and construction of much that is new" (1997, p.xiv). However, to change the historical bureaucratic system upon which education was founded is a major challenge educational leaders will encounter in the next millennium.

STATEMENT OF THE RESEARCH PROBLEM

Many community college professionals are not prepared to make the organizational shift from instruction to learning because they "have not experienced the need to change and have not developed an organizational capacity for self-reflection and systemic change" (Barr, 1998, p.23). In some instances the professional values of teachers have created formidable barriers of resistance to improving the institution's operating effectiveness (Guskin, 1994b). The bureaucratic complexity of the community college structure and the need to create a more coherent perspective on teaching and learning must be carefully weighed during the restructuring process. Community colleges must be positioned so that the response to the pressures for change can be addressed by looking deeply into the assumptions about the organization (Guskin, 1994a) and even more closely at the administrative barriers that keep these institutions from transforming into a more adaptable structure. Guskin (1994a) believes that administrators must "focus on student learning and student costs rather than on the professional needs of administrators or faculty" (p. 27). In addition, Cohen and Brawer (1996) stress the importance for community college administrators to be in a position to "measure student learning, achievement and satisfaction" (p. 434). Among the most challenging tasks will be to restructure the role of faculty; however, the entire organizational structure must be altered to facilitate student learning.

FOCUS OF THE STUDY

Members of the leadership team at Palomar College have begun to move from a bureaucratic community college system (focus on instruction) toward an open organizational structure (focus on learning). In the proposed study, the causes, methods, challenges, effect, and progress of the transformation process will investigated.

Background: Palomar College

Palomar College, founded in 1946 in northern San Diego County, currently has an enrollment of over 27,000 students and offers over 130 associate degree and certificate programs. The 200-acre San Marcos campus has up-to-date classroom and laboratory facilities, the largest research library in North San Diego County, a planetarium, an art gallery and a theater. The college had an extended period of growth and development but faced a funding challenge when California passed the property tax limitation initiative known as Proposition 13 (O'Banion, 1997, p. 189). There were other measures that limited funding. For instance, in 1989 the state legislature passed AB1725, which asked California community colleges to become more accountable for the expenditure of state funds (O'Banion, 1997). In addition, at the local level, leaders at Palomar College became concerned with the building of the California State University campus "just two miles from their location" (O'Banion, 1997,p. 191).

In 1991, a new vision statement was adopted under the leadership of President George Boggs, that placed an emphasis on the quality of student learning and consequently, on becoming a learning college. The administrators realized that the change from providing instruction to producing learning was a monumental shift for the college staff to make. One of the first objectives of the leadership team was to change the language used at the college. Many written documents and job descriptions were revised to emphasize student learning. These changes met early resistance from administrators, faculty, staff and students, a resistance that still exists. Nonetheless, the December/January 1995-1996 issue of the Community College Journal identified the college as one of only three flagship community colleges in the United States that emphasizes student learning (Boggs, 1995-96).

Perhaps one of the greatest obstacles to change is the prescriptive nature of the California Education and Administrative Codes, which perpetuate the instruction paradigm by over-emphasizing the shared governance structure. This process has unfortunately led to some barriers in the time it takes to make decisions for change. The emphasis for future funding relies heavily on the number of students in the classroom during census week as opposed to what the student has learned. Without an external mandate, the leaders at Palomar College will continue to face resistance from faculty in making the transition to a learning college (O'Banion, 1997). The researcher will present an investigation of this struggle in Chapter Four of this study.

Defining The Traditional Structure

In an attempt to define the traditional bureaucratic structure, Moe (1994) stated, "Higher education is a thousand years of tradition wrapped in a hundred years of bureaucracy" (p.1). In 1910, German social scientist Max Weber developed a theory of organizational structure, which described and outlined the features of the bureaucracy as an ideal form of organization. The structure includes division of labor, hierarchical authority, and standardized rules and procedures. Weber (1946) claimed that the decisive reason for the advance of the bureaucratic organization has always been its purely technical superiority over any other form of organization. In a bureaucracy, workers are defined by their roles. Therefore, the intent of a traditional bureaucratic system is to withdraw power from lower levels and centralize power and authority at the higher levels. According to Roueche and Baker (1983) "leadership is authoritarian, institutional goals are achieved through orders, personnel interaction is rare, and people are motivated by threats and fear of reprisal" (p. 2).

The formation of this structure creates a division of labor to administer and implement organizational activities. As it grows, the organization will add new functions to promote efficiency. According to Weber (1946), this structure is preferred because it produces specialization, through which individuals can become more proficient at their jobs and, therefore, more efficient in their productivity. Gouldner (1954), however, believes that specialization leads to bored workers and, thus, to less productivity.

Despite the critics, the bureaucratic structure remains popular. The division of labor is made clear in a bureaucracy, and activities are managed within the function of a hierarchical administration structure. Authority lies with those who are in higher levels and exercise power over subordinates. The assumption is that those in higher levels have more knowledge and expertise than their subordinates. In a community college, the president is perceived as the expert, followed by the administrators, the faculty, and the staff. According to Weber (1946), this centralized control promotes efficiency because priorities can be quickly established or adjusted by the leaders and communicated downward through the organization, thereby enhancing coordination, efficiency, and quality within the organization. However, it is important to take into account the controlling role of The Senate and academic departments of a community college. For example, competition for institutional resources is a reality for many departments and the administration may not always be in a position to intervene in these situations. Rejecting Weber's thesis, Gouldner (1954) argues that coordination is not enhanced because the hierarchical line of communication results in blocked, filtered or incorrect communication to subordinates.

Historically, education has been structured as a hierarchical system to meet the needs of an agricultural and industrial society; however, this bureaucratic system is no longer adequate to meet the learning needs of students of the information age. O'Banion (1997) provides a description (see Figure 1) of the traditional educational structure which is time-bound, place-bound, efficiency-bound, and role bound. These structural limitations must be transformed if education is to be changed.

Figure 1: **Structural/Traditional Limits on Education**

Time-bound	Place-bound	Efficiency-bound	Role-bound
class hours	campus	linear/sequential	expert
semester course	classroom	ADA/FTE *	lecture
school year	library	credit/grade	sole judge

*Average Daily Attendance (ADA), full Time Equivalent (FTE)   Note: From O'Banion, 1997, p. 10

O'Banion (1997) and others provides the following definitions of these structural limitations on education:

Time-bound: The diverse student population of the 21st century has more job and family responsibilities than in prior decades. They can no longer be limited by the "time-slot subjects and specialists" (Soder, 1996, p. 78) that most colleges offer. Time can no longer be used to measure the quality of student learning. According to O'Banion, (1997), research has proved that individuals learn at their own pace.

Place-bound: The Information Age is rapidly changing the place of learning. School can no longer be limited to one isolated classroom. If students are to experience learning, "the walls must be crumbled, the boundaries made limitless" (O'Banion, 1997, p. 11).

Efficiency-bound: The bureaucratic structure known as scientific management has been the basis on which efficiency in schools has been measured. This hierarchical bureaucracy has been the impetus that has stagnated public education (Sizer, 1984). As leaders struggle to meet performance standards by implementing more rules and regulations, the learning needs of students will continue to go unmet.

Role-bound: Faculty members are expected to be experts in their disciplines, counselors, lecturers, coaches, mentors, etc. However, traditional education does not adequately prepare them for these diverse roles. For instance, "they teach as they were taught, repeating the dull catechism that is passed on generation after generation" (O'Banion, 1997, p. 14). Unfortunately, the expert lecturer standing in front of the classroom will no longer interest students. If faculty is limited to this pedagogy, students may go elsewhere to gain a more engaging educational experience. The educational focus for the 21st century must be on results (outcomes) instead of processes (pedagogy and curricula).

Clearly, if the community college is going to meet the needs of students in the next millennium, the Weberian bureaucratic structure upon which education was founded must be transformed. The competition for limited funds will only intensify and colleges will have to justify student outcomes if they are to survive (O'Banion, 1997). Nonetheless, change agents must understand that they will need organizational structures to sustain whatever reforms they will achieve (Guskin, 1994). Research findings make it abundantly clear to educational leaders that the reform movement of the 21st century will require an organizational structure that promotes student learning.

The Learning Organization

After promoting the shift from teaching to learning (Barr & Tagg, 1995), Robert Barr recently suggested that a second shift is also required: the "shift to operating as a learning organization" (Barr, 1998, p.19) as described by Senge in The Fifth Discipline Fieldbook. Senge et.al. (1994) suggests that learning organizations are places where learners' memories are brought to life, where collaboration is the lifeblood of every endeavor, and where the tough questions are fearlessly asked. The authors further suggest that learners in these organizations are concerned with reinventing relationships, being loyal to the truth, building a shared vision, becoming systems thinkers, creating strategies for communication and team learning, and designing organizations as communities. In addition, Roberts, Ross, and Kleiner (as cited in Senge et.al. 1994) recommend that individuals within institutions who are attempting to create a learning organization ask these questions: (a) What policies, events, or aspects of behavior in this new organization help it thrive and succeed? (b) How do people behave inside the organization? How do they interact with the outside world? and, (c) What are some of the differences between this ideal organization and the organization for which you work now? (p.50). These are important questions that leaders must address if they are serious about the change process.

Garvin (1993) suggests that the literature is filled with various definitions of learning organizations. Here is a small sample:

> *Organizational learning means the process of improving actions through better knowledge and understanding.* C. Marlene Fiol and Marjorie A. Lyles, "Organizational Learning," Academy of Management Review, October 1985.

> *An entity learns if, through its processing of information, the range of its potential behaviors is changed.* George Huber, "Organizational Learning: The Contributing Processes and the Literatures," Organization Science, February 1991.

> *Organizations are seen as learning by encoding inferences from history into routines that guide behavior.* Barbara Levitt and James March, "Organizational Learning," American Review of Sociology, Vol. 14, 1988.

> *Organizational learning is a process of detecting and correcting error.* Chris Argyris, "Double Loop Learning in Organizations," Harvard Business Review, September-October 1977.

Clearly, organizational theorists have a variety of definitions of learning organizations. Some believe that behavioral change is required, while others believe that changing the mindset of individuals is enough. Some propose a shared vision, and some believe that changing organizational routines is sufficient. Garvin (1993) offers his own definition:

> *A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights* (p. 80).

Regardless of the definition leaders accept, learning organizations will demand a major institutional transformation. Dolence and Norris (1995) argue that an organization which is serious about change will require its fundamental structures to be realigned, redesigned, redefined and reengineered (Dolence &

Norris, 1995). The authors further describe the four interlocking sub-processes as: 1) realigning higher education with the Information Age; 2) redesigning higher education to achieve this realigned vision; 3) redefining the roles and responsibilities within realigned, redesigned higher education; and 4) reengineering organizational processes to achieve dramatically higher productivity and quality. According to Dolence and Norris, then, an effective change process will require a major overhaul of the organizational structure.

In the proposed study, the researcher will investigate the existing process used at Palomar College in transforming the institution from an "instruction paradigm" to a "learning paradigm" (Barr, 1998). In conducting the research, several factors will be considered, including participant knowledge about the hierarchical structure of traditional education; participant perceptions of the transformation process in placing learning over teaching; participant perceptions of a learning organization which strives to align the internal organization with its external elements (Barr, 1998); and participant perceptions of practical strategies that will most effectively facilitate the transformation of Palomar College from a teaching to a learning college.

SIGNIFICANCE OF THE STUDY

This case study will provide an analysis of the strategies administrators use to implement change within an institution, and the effect(s) these changes have on the institution. The intent is to draw from these processes a set of techniques that will improve the individual and organizational relationship between faculty and administrators who undergo the transformation process. In addition, this study can contribute to both scholarship and practice concerning techniques used to address and overcome resistance to change. In sum, this study focuses primarily on the practical application process that is relevant to organizational change.

ASSUMPTIONS

The qualitative research design is comprised of underlying assumptions that relate to the mode of inquiry. Six assumptions of qualitative design are provided by Merriam, 1988 (as cited in Creswell, 1994, p. 145).

1. Qualitative researchers are concerned primarily with process, rather than outcomes or products.

2. Qualitative researchers are interested in meaning – how people make sense of their lives, experiences, and their structures of the world.

3. The qualitative researcher is the primary instrument for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires, or machines.

4. Qualitative research involves fieldwork. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.

5. Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures.

6. The process of qualitative research is inductive in that the researcher builds abstractions, concepts . . . and theories from details.

LIMITATIONS

Qualitative research does not intend to generalize findings but to understand a specific interpretation of events. In this case study, the findings will not be compared to events at another institution; this study is limited to Palomar College. However, in qualitative analysis it is possible for readers to transfer the contextual meaning from the study that is most relevant to their situations. For example, "statements about the researcher's positions—the central assumptions, the selection of informants, the biases and values of the researcher—enhance the study's chances of being replicated in another setting" (Creswell, 1994, p.159).

The proposed study will be conducted during a specific five-month period. The researcher recognizes that participant attitudes and perceptions may change after data collection has been completed or as a result of the data collection process.

DEFINITION OF TERMS

The following definitions will be used in this study:

Advocates: Individuals whose work and leadership efforts promote the learning paradigm.

Faculty Members: Learning facilitators who have direct contact with students in a learning environment. They play many roles such as, mentors, facilitators of inquiry, managers of collaboration and integration (O'Banion, 1997).

Instruction Paradigm: Where the mission of the institution is to provide instruction, to teach (Barr & Tagg, 1995, p. 15) and, essentially to offer classes that are structured around "lecturing" to produce student learning (Barr, 1998,p. 19).

Learning College: The learning college places learning first and provides educational experiences for learners anyway, anyplace, anytime (O'Banion, 1997). According to O'Banion, the intent of the learning college is focus on the learning of the student rather than on the convenience of the institutions and their staff (O'Banion, 1997).

Learning Facilitators: All employees (administration, faculty, support and clerical staff and trustees) of an institution who view their role and responsibility as facilitating student learning (O'Banion, 1997).

Learning Paradigm: When a college begins the transformation of creating a climate which seeks to shift its focus from a traditional instructional base to that of a learning environment and where all students have the opportunity to succeed according to flexible outcomes and individual needs (Barr & Tagg, 1995).

Organizational Structure: An entity that is "made up of individual elements," such as, "people, resources, aspirations, values, levels of competence, reward systems, departmental mandates, capital, workload/capacity relationships, ...that impact each other by the relationships they form" (Fritz, 1999, p. 15).

The terms *learning college* and *learning paradigm* will be used interchangeably throughout this study due to the similarity of definitions.

CHAPTER SUMMARY

This chapter is an introduction to the focus of this qualitative case study. Clearly, if the community college is going to meet the needs of students in the next millennium, the Weberian bureaucratic structure upon which education was founded must be transformed. Change agents must understand that they will need organizational structures to sustain whatever reforms they will achieve. Competition for limited funds will only intensify and colleges will have to justify student outcomes if they are to survive (Roueche, Johnson & Roueche, 1997). The leadership at Palomar College is committed to making the changes needed; however the process to change from the traditional organizational system to a more student centered college has created resistance by many individuals on campus. It is the intent of the researcher to explore the reasons for this resistance.

In the following chapter, a description of the new learning college will illuminate the reasons many individuals resist change within an organization. The change process will be presented by considering various practical factors and methods to use when transforming a bureaucratic system. Finally, the author will explore various practical strategies that have been used by change agents either to facilitate or to impede the change process. According to research studies, the 21st century will require an organizational structure that promotes student learning if educational institutions are to succeed.

CHAPTER TWO

REVIEW OF THE LITERATURE

Chapter One documents the need for community colleges to make the shift from the instruction paradigm to the learning paradigm to ensure student learning. The literature is rich with methods for implementing organizational change and is relevant to organizational change within a community college setting. The intent of this chapter is to review (a) the culture and climate of a learning college; (b) strategies for conducting the change process; (c) strategies that facilitate change; and (d) strategies that impede change.

THE LEARNING COLLEGE

Oakey (1995) states, "If you organize the learning environment so the student is the problem solver, planner, and manager, students are motivated and take responsibility for learning" (p.15). O'Banion (1997) adds that to create the learning college is to place the learner first and to "reject the constraints that have bound education in the past" (p. 23). Furthermore, Boggs (1995-96) believes that under the learning paradigm the most important person at the institution is the learner, and everyone else is there to facilitate, support, and enhance the learning process.

Many community colleges are designed with the organizational structure of the nineteenth century. Unfortunately, workers and administrators are prisoners of antiquated theories about organizing work. Ideas such as the division of labor, the need for elaborate controls, and the managerial hierarchy no longer work in a world of global competition and unrelenting change. Instead, the work and organizational design of the college need to respond to more uncertain and complex issues than is the case with machine bureaucracies whose principal output is a physical product (Weber, 1946).

According to Dolence and Norris (1995), the transition to the Information Age will require a change in the nature of work and learning to address the following issues:

1. The death of the job and the emergence of the knowledge worker,
2. Fast, fluid, flexible organizations,
3. New patterns of learning,
4. Different sources of competitive advantage,
5. An expansion of a much less homogeneous student population, and,
6. Changes in curriculum, teaching, and assessment (p.30-32).

Obviously, these changes will dramatically affect the way faculty teaches and the way students learn. George Boggs and Robert Barr of Palomar College in California were among early advocates of the learning college. Boggs (1993) said, "The new paradigm says that community colleges are learning, not teaching, institutions" (p.2). Barr and Tagg (1995) made a similar point when they stated that "in the learning paradigm, the mission of the college is to produce learning" (p.15). One major factor of a learning college according to Tinto (1987) is that students need to feel connected to a social system--in this case education--in order to experience success in their educational journey.

Adding another element to the discussion, Palmer (1998) argues that educational reform should begin with the change of the human heart rather than with external factors such as methodologies, funding, curricula or institutional restructuring. He states that "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p.10). He also suggests that "good teachers possess a capacity for connectedness" (p. 11) and that these connections come from the heart of the teacher rather than through the methods the teacher uses. He supports his argument with the claim that it is the heart where intellect and emotion and spirit "will converge in the human self" (p.11). Ultimately, it is through these dialogical connections that effective faculty members inspire student learning. Likewise, Bennis, Schein, Berlew, and Steele (1964) argue that pluralism is indicative of teaching, when "styles of influence, [and] . . . modes of connection . . . bind student and teaching [with] each other" (p. 752). In addition, MacKnight (1995) argues that, "The shift is toward an instructional model in which students have access to a variety of resources made available faculty members, whose role becomes that of a collaborator or a mentor in the learning process" (p. 29).

A consequence of these changing conditions is the reality that faculty is no longer offered the traditional autonomy and status to which they have been accustomed. The need to increase student learning (Guskin, 1994a) has placed an emphasis on the need for pedagogical and curriculum change and, consequently, "on the professional identity of the . . . [teacher], capable of developing and marketing innovative programs" (Nixon, 1996, pp. 7-8). According to Guskin (1994a), faculty members are not trained or accustomed to thinking about learning processes and outcomes. Guskin argues that faculty rarely think about how students learn. For example, students have a variety of learning styles and developmental issues "based on their age, gender, race, nationality, or life experiences" (Ibid. p. 1).

Researchers have not limited their focus on learning to faculty members, however, researchers also advise leaders in the community college system to redesign methodologies that focus on a new diverse student body. Student populations in the 21st century will include a much more diverse, non-traditional group with "unique socioeconomic problems, such as the challenges facing single parents and women returning to the workplace" (Roueche & Baker, 1987, p.7). If changes are not made within the community college, Roueche, Roueche, and Milliron (1995) suggest that students will seek schools with instructors who have the most current technical skills that are required to help students get the better paying jobs, even though these schools may be more expensive.

Several factors have been presented to describe the learning college concept; nonetheless, the research is limited as to the approach administrators should use in managing the complexities of a large-scale transformation process. Palmer (1998) notes that "reform-minded organizational leaders will often welcome movement energies, despite the chaos they can bring" (p. 164). Future leaders will need to assess how faculty will react to change. Specifically, change agents must determine the most satisfactory strategies to effectively manage the change process within their institutions.

STRATEGIES FOR CONDUCTING THE CHANGE PROCESS

Cicero (as cited in Lorsch & Lawrence, 1972) cautions change agents to begin major restructuring projects by echoing his definition of the golden rule. He says, "there is no duty more indispensable than that of returning a kindness; . . . all men distrust one forgetful of a benefit" (p. 319).

When leaders interact with individuals whose organizations they are proposing to transform, incorporating reciprocity as a basic component in determining the framework for change will make the journey far more pleasant. Consequently, employees will regard "help, advice, and emotional support" to be just as vital as "money or concrete goods" as incentives to accept change (Lorsch & Lawrence, 1972, p. 325). Transformational change has been studied by a myriad of change agents who have provided various methods and components to consider when transforming an organizational structure. It is incumbent on community college leaders to assess their institutions carefully prior to implementing change.

If community colleges are to thrive in the 21st century, they must be positioned as coalitions of individuals with varying interests who can quickly respond to the changes in their environments. Assumptions in the contingency theory have emerged as a special focus for designing a more open system. Jay Galbraith (as cited in Scott, 1998) states that, "there is no one best way to organize and that ways of organizing are not equally effective" (p. 96). The contingency theory also provides a third assumption, which is that the best way to organize depends on the nature of the environment to which the organization relates. Contingency theory is "guided by the general orienting hypothesis that organizations whose internal features best match the demands of their environments will achieve the best adaptation" (Scott, 1998, p. 96). Lawrence and Lorsch (1967) coined the term contingency theory and are convinced of the need to match internal organizational structure with the external community in which the organization resides.

Davis and Botkin (1994) argue that the traditional bureaucratic system will have to be restructured by using businesslike practices and suggest four factors to consider in restructuring an organization: "risks, results, rewards, and relationships" (p. 19). As leaders change the structure of an institution, they must be positioned to "manage risks, focus on results, and use rewards as incentives"

(Ibid. p. 20). The ability to build relationships with partners within the internal and external environments will tend to generate higher productivity and quality.

Dolence and Norris (1995) also define the transformation process as one implementing four transformation components, the four R's: realign, redesign, redefine and reengineer. The components include four interlocking sub-processes: 1) realigning higher education with the Information Age; 2) redesigning higher education to achieve this realigned vision; 3) redefining the roles and responsibilities within realigned, redesigned educational institutions; and 4) reengineering organizational processes to achieve dramatically higher productivity and quality.

As traditional hierarchical bureaucracies, many community colleges are not structured to comply with these new demands. The open system, a combination of both the rational and natural systems, may be the best organizational structure for implementing the transition process Dolence and Norris (1995) claim is required for meeting the demands of the Information Age.

Realigning, the first R will require a shift in the mindset of all employees of the organization. Dolence and Norris (1995) recommend that "to transform higher education, we must realign it with three conditions: (a) the changing nature of information, knowledge, and scholarship; (b) the needs of individual learners; and (c) the changing nature of work and learning" (p.22). These realignments will structure institutions to become faster, more fluid, and more flexible in addressing the demands of the community. Employees will become more valuable to the college as they self-correct, self-adapt, become mobile, and move away from independence toward teamwork. Administrators, faculty and staff will work toward organizational goals and depend on each other to get the job done. For example, faced with a weakening funding base, emerging workforce demands, and antiquated technology, Dr. Eduardo J. Padron, President of Miami-Dade Community College (M-DCC) made the decision to "reevaluate our work, narrowing our focus, and redirecting available resources to the educational mission of the college" (Padron, 1998, p. 19). So began the process of M-DCC's journey of reinvention. According to Padron (1998), "M-DCC personnel engaged in a comprehensive rethinking of college operations, and college leadership launched the project through a visioning process for the coming five years. The result reaffirmed Miami-Dade's mission and set before the college and south Florida community a declaration of placing students first" (Ibid. p. 20).

President Padron led the institution toward a new vision and operational procedures, which included rigorous cost controls and a reduced bureaucracy. By instituting a new mindset, which involved all personnel, within five years Miami-Dade progressed from a financially deficient institution to a financially solid college. But realignment is just the first step. Leaders must be ready to follow through by redesigning the way they do business.

To redesign a structure, the second R, is to "transition from autonomous, hierarchical educational institutions to globally networked learning organizations [which have] profound implications for academe." (Dolence & Norris, 1995, p. 34). Technology has created a world where anyone, anywhere can retrieve information in just minutes. Community colleges will have to embrace this reality and prepare to redesign the organizational structure to accommodate this new position.

According to Dolence and Norris (1995), learning organizations will transition from the industrial to the information age when classrooms, libraries, and laboratories become a network of knowledge navigation; learning replaces teaching; seat time-based education becomes achievement-based learning; continuing education becomes perpetual learning; and time out for learning becomes a fusion of learning and work. In other words, leaders must motivate employees to change old-fashioned ways of thinking and to adapt new technologies if they are to become more efficient in producing quality outcomes. For example, Greenville Technical College (GTC) has taken advantage of new technology to increase the number of qualified students with computer skills.

> Paragon Placement (a local placement agency) has joined with GTC to design computer and customer service instruction to increase its clients' employment potential. And in the interest of helping companies retain employees, GTC has synchronized special class schedules to match Hitachi's rotating shifts and provide training in industrial maintenance technology and electronics engineering technology (Roueche & Roueche, 1998, p. 33).

As the college realigns its vision to meet the new external demands of the community, and redesigns the structure to implement the new vision, the job descriptions of its personnel--primarily, the role of faculty--must be redefined.

To effectively implement a new form of operational procedures and to measure employee productivity, a redefinition (the third R) of roles and responsibilities must be assimilated into the newly realigned structure. However, "restructuring the role of faculty members will, at first, prove to be a monumental undertaking" (Guskin, 1994b, p. 17). Perhaps the administrator's greatest challenge will lie in encouraging a "highly resistant community to understand that there's an economic reality within which they'll have to live, one that may include "downsizing . . . restructuring . . . and the biting of all sorts of personally painful bullets" (Ibid. p. 18). Administrators will have to restructure what faculty does by

> redirecting existing academic and administrative processes to a transformative vision [in which] faculty will play a variety of roles—researcher, synthesizer, mentor, evaluator and certifier of master, architect, and navigator. These roles will not be played in equal measure by all faculty . . . . The demand for different mixes of roles for learning and other forms of scholarship will be established by the marketplace (Dolence & Norris, 1995, pp. 61, 66).

To illustrate, some faculty members will require the expertise to teach and also serve on the economic development team for the college. At Valencia Community College, faculty and staff members are involved in developing the educational and economic mission for the institution. This transition is not always easy, for "at times, faculty members have a difficult time accepting new concepts they perceive as threatening the integrity of the traditional classroom" (Roueche, Taber, & Roueche, 1995, p. 211). At Valencia, leaders have smoothed the change by "[defining] economic development as those activities and processes undertaken by staff and faculty aimed at improving customer satisfaction" (Roueche, Taber, & Roueche, 1995, p. 215). Valencia has positive outcomes to prove that the redefinition of roles and responsibilities has worked. For instance, the establishment of cross-communication between and among college-wide faculty and staff, the enhancement of critical thinking and communication skill requirements for students, and the development of a college-wide 'outside-in' approach that focuses totally on customer needs and college resources to meet those needs only touch the surface of their success.

Ultimately, productivity will reign as the king of results in the redefinition of roles and responsibilities. Future stakeholders, legislators, taxpayers, parents, and students will demand a quality product. Funding will rest heavily on measurable outcomes such as retention and transfer rates, degrees awarded, course completion, and job placements. To accomplish these goals, the culture of community colleges must be reengineered, the fourth R, to transition from provider-driven to learner-centered. Dolence and Norris (1995) reason that, "reengineering requires an organization-wide information technology strategy, vendors with vision, new levels of systems integration, and new standards of productivity and effectiveness. Both academic and administrative functions must be fused into one fully integrated infrastructure" (pp. 73-74).

The new Information Age will require the benefits of both technological expertise within functions and horizontal coordination across functions. Dolence and Norris (1995) note that "barriers such as separate academic and administrative networks, organizations, lines of reporting, and systems will work against many institutions striving for system integration and transformation" (p. 74). For instance, some community colleges are testing the combination of academic and student development under the administration of one vice president. Before curriculum changes can be made, joint meetings are held with both departments to consider instructional changes and support services required to maintain the modifications. Dolence and Norris (1995) list the following examples of new academic processes that will require community colleges to coordinate their internal efforts and support the needs of their constituencies:

1. Ability to communicate one-on-one with faculty,
2. Access to global information network,
3. Flexible curriculum,
4. Flexible payment options,
5. Flexible schedule,
6. Lifelong learning support,
7. Personal attention from faculty/mentors, and

8. Personalized learning systems available (p.77).

In addition, Guskin (1994b) adds the following key elements to enhance the student learning process:

a) Individual human interaction of students and faculty members,

b) Effectively using electronic technologies,

c) Peer interaction without the presence of a faculty member and by students learning by themselves inside and outside the institution (p. 18).

d) Peer tutoring and coaching,

e) Intense small group discussions,

f) Mentoring and advising, and

g) Team oriented settings. (p. 20)

Guskin (1994b) further suggests that in the future, students will spend more time learning by themselves, with their peers, or through interactive technologies, and less time with faculty. Faculty will not be discarded, though, as they "will work with greater numbers of students but 'teach' much less" (p. 19). Guskin (1994b) goes on to state that "the fairly passive lecture-discussion format where faculty talk and most students listen, is contrary to almost every principle of optimal settings for student learning" (p.20). Ultimately, restructuring the role of faculty means, "students must not only be active but more independent learners" (Guskin, 1994b, p. 25). As students move "from passive to active" learning, the "emphasis on learning primarily from larger groups [shifts] to a focus on smaller, more intimate groups and independent learning" (Guskin, 1994b, p. 25).

To effectively restructure the role of faculty, members will be required to secure additional skills. Here in itself is the challenge that community college administrators will encounter. Clearly, community colleges will have to become team-focused to adequately attract more students and to meet their needs. Todd Sarantos (1994) refers to this phenomenon as a synergistic environment. In a synergistic environment, organizational change is welcomed rather that opposed because members of the organization are confident that they can implement the responses required to succeed.

STRATEGIES TO FACILITATE CHANGE

As leaders consider strategies that promote change, Waterman (as cited in Oakley & Krug, 1991) advises that, "Dreams, not desperation, move organizations to the highest levels of performance. Our dream ought to be institutions that work for, not against, our needs. This is the hope, the power, the dream and the challenge in renewal" (p. 167). Leaders who are faced with transforming the organizational structure of community colleges are strongly encouraged to create a working environment based on a shared vision (Covey, 1992; Roueche & Baker, 1983; Roueche, Baker, & Rose, 1989; Senge, 1990).

Research findings report that facilitating change is "tough work" (McClenney, 1998, p.4), and a number of strategies to promote change have been recommended.

The Education Commission of the States issued a report, Action for Excellence, which placed the burden of change with leaders of educational institutions. As national reports became available to the public, teacher effectiveness, student achievement, and instructional leadership were emphasized. Studies to describe and understand how to successfully change educational institutions followed and found that the "quality of school leadership was . . . a key to successful innovation" (Duke, 1987, p.5).

Baldridge and Deal (1983) suggest that the administrator's strategic skills are important when implementing change. For instance, decision-making should emphasize "wise" decisions instead of "right" decisions and an orientation to effectiveness rather than to efficiency (Covey, 1989). Although the changes in terminology represent subtle shifts in meaning, they define more clearly the strategic planning approach. Clearly, faculty wants to be assured that leaders are highly competent and knowledgeable to execute the operational change process (Lorsch & Lawrence, 1967).

According to Merseth (1997), when leaders invite the participation of faculty and staff in the planning phases, when they acknowledge the accomplishments of faculty, and when they set realistic expectations, adapting to proposed changes can be more successful. In addition, the "quality of working conditions of teachers is fundamentally connected to the chances for success in change" (Fullan, 1982, p. 107). Factors such as the mental well being and attitudes of the faculty are also extremely important to the success of the transformation process. Administrators must understand faculty, and faculty must understand themselves if change is to be successful. Baldridge and Deal (1975) add that senior faculty must be truly committed to the change process if it is to succeed. Consequently, if they are "hostile, its attenuation is likely[;] if they are passive, its success is weak; and when they are devoted . . . its success is guaranteed" (p. 103).

To promote change more effectively, collegiality between the administration and the faculty moving through the transformation process is also critical to its success. Roueche and Baker (1983) define the collegial model "where educators assemble, debate, and reach consensus on issues confronting the college [;] communication is open; personnel interaction is extensive [;] and decisions are reached by participatory consensus" (p.2). Little and McLaughlin (1993) view collegiality as interdependence; Rosenholtz (1989) says it involves "a stable, evolving, reciprocal relationship" (p. 67); and Kahne (1994) argues about the importance of a dynamic and democratic communication process. Dorsch (1998) concludes that a reciprocal relationship between the community (the college) and the individuals within it is the strength of a collegial community which can support new innovations. However, the stress that changes creates makes sustaining a high level of collaboration and collegiality difficult.

Guskin (1998) argues that unless the change process "captures the imagination of the faculty, especially the more creative risk takers," (p. 4) it will not succeed. Fullan (1982) offers the following ten factors that can promote the adaptation to change:

1. Existence and quality of innovations: when innovations are plentiful and equitable for all groups;

2. Access to information: when all faculty have the opportunity for continuous personal contact for becoming aware of proposed changes;

3. Advocacy from central administrators: when the administrative level is supportive and committed to change;

4. Teacher pressure/support: when peers are advocates for change, this is perhaps the strongest and most influential factor;

5. Consultants and change agents: when district staff, consultants, and central staff are available to motivate faculty;

6. Community pressure/support: when the community places pressure and support the change efforts of the institution's leaders;

7. Availability of federal or other funds: when monetary resources are available to implement the changes proposed;

8. New central legislation or policy (federal/state/provincial): when change is a requirement of policy mandates;

9. Problem-solving incentives for adoption: when change is a response to addressing specific needs; and

10. Bureaucratic incentives for adoption: when change is due to political survival (p. 42).

Fullan (1982) argues that when some or all of these factors are present, participants who are affected by the change will more than likely experience either understanding or confusion, commitment or alienation, to the change proposed. When these factors are present, it is no surprise that resistance to change is not far behind.

STRATEGIES THAT IMPEDE CHANGE

The literature recognizes several sources of resistance that are indicative of changing an organizational structure. O'Banion (1997) argues that, "Changing a college is a lot like moving a cemetery--you don't get a lot of help from the residents" (p. 28). Organizational change creates fear and anxiety among those who will be affected by the change. Many believe that the level of fear of the unknown within an individual determines how the change affects that individual; for example, the fear of losing a position, image, or status may cause a person to resist change efforts. Resistance can also be rooted in personality needs, in traditional and social values, and in a perceived value of ineffectiveness.

To illustrate, Drucker (1994) argues that the major obstacle to organizational change is the leader's inability to effectively change the attitudes and emotional behavior of subordinates during the change process (Gleazer, 1998; Schlesinger, Sathe, Schlesinger & Kotter, 1992). It becomes the leader's responsibility to attempt to comprehend the values, commitments and problems of the individuals who are involved in this process. This will aid in accurately assessing the behaviors that individuals will disclose when resisting change. For example, Dunham (1995) suggests that "anger, lack of cooperation, lack of effort, lack of involvement, unwillingness to attend meetings, cynicism, looking for other jobs and other careers outside of teaching, early retirement, or withdrawal . . . from school activities," (p. 118) are all indicators of resistance to change. He also describes some reasons for resistance individuals have themselves expressed:

> We tried those years ago, and it didn't work. A lot of change is just or the sake of change. If only I had time. I have never stood in the way of progress, but . . . this requires extensive and thorough analysis (Dunham, 1995, p. 117).

Rokeach (as cited in Zaltman & Duncan, 1997) argues that, "The more central a belief, that is, the more it is functionally connected or related to other beliefs and the more strongly it is held, the greater the likelihood of its being a source of resistance when an advocated change is incompatible with it" (p. 62).

Research strongly suggests that future leaders will need to assess how personnel will react to change. One suggestion for accomplishing the assessment is to become knowledgeable of Kotter and Schlesinger's (1991) four common reasons people resist change: a fear of losing something of value, a misunderstanding of the change and its implications, a belief that the change does not make sense for the organization, and a low tolerance for change (p.67-72). First, in cases where people are afraid of losing something of value, individuals focus on self-interest rather than on the goals of the organization.

Second, in a misunderstanding of the change and its implications, individuals do not comprehend the implications of the proposed changes, thinking instead that change will cost them more than they will gain. In these cases, these feelings occur because there is a lack of trust between the leader and his/her followers. If leaders are to be successful, they must not be afraid to surface, discuss, and clarify misunderstandings.

Third, a belief that the change does not make sense for the organization often results from assumptions held by the administrator. Many leaders will assume that subordinates have the same information required to assess the change process. However, this is rarely the case. When different parties hold dissimilar information, a dissimilar analysis will be made and will create a resistance in accordance with the information held. And, finally, in having a low tolerance for change, some individuals believe that they will not be able to adapt to new knowledge and skills required by the proposed changes.

Administrators who lead the transformation process from teaching to learning will encounter resistance from faculty who believe that they will lose something of personal value due to the change. Managers often assume that staff has the same information as leadership when, in fact, they do not. If individuals find out that their analysis of the information is different from others, they will resist.

Research suggests that, in many instances, the bureaucracy of education and its faculty members has become an overpowering force in resisting the move from teaching to learning. Faculty has become the protectors of the historical educational tradition. For example, Berz (as cited in O'Banion, 1997), vice president of Chaffey College in California, organized a task force to study the most effective means of promoting the learning college concept. Several faculty doubted the relevance of the study. Some of the questions posed were: "Who is to say that what we are doing and the way we are doing it is not working? Not all that we do in terms of affecting learning outcomes is measurable. What evidence exists that students learn any better . . . [from] that which comes from motivation, inspiration, and departing of knowledge through a teacher?" (p. 31).

Brouwer (1991) argues that mature staff may demonstrate the strongest "psychological" resistance to change. He reasons that deeply held perceptions, attitudes, and understanding by these individuals may be factors that polarize change in their behavior. Ultimately, creating change in the makeup of the individual will be the most ambitious task leaders of change will undertake. People also resist when they perceive that change may cost them much more than they will gain. Usually this type of resistance stems from a misunderstanding of information and lack of trust of the leaders (Schlesinger, Sathe, Schlesinger & Kotter, 1992).

Differences and tensions are inevitable and are necessary for the creative thinking that yields a productive outcome. According to Likert and Likert (1976), faculty resists change when they are not included in the planning process. Often, the more creative and innovative the solution, the greater the resistance by faculty. Many organizational members will reject and actively or passively sabotage any decisions made without their involvement. It is much more effective to plan and problem solve in small, face-to-face groups. More specifically, faculty will often resist changes to their curriculum due to:

> lack of time to prepare new curriculum, lack of effective means of communication, lack of agreement of what is to be done, lack of money to do the necessary tasks, staff turnover, poor teacher preparation, lack of teacher interest and cooperation, lack of top-level administrative support, and teacher apathy. Notice that these barriers include social system barriers as well as those rooted in individuals (Zaltman & Duncan, 1997, p. 65).

Zaltman and Duncan (1997) also suggest that there are cultural, social, organizational and psychological barriers that create resistance to change. For example, faculty members' resistance can be rooted in traditional ideologies, personality needs, and social relationships. Social barriers can include the need to stress their individualism. In the past they have enjoyed autonomous freedom within the classroom, and many do not want to change. In terms of organizational barriers, faculty can perceive change as a threat to their former power and influence. In the new organizational structure, they must plan collaboratively to determine what curriculum and pedagogy will be most effective. According to Zaltman and Duncan (1997), psychologically, most faculty are not risk takers. Zaltman and Duncan also note that "the professional educator is likely to be a follower rather than a leader of change" (Ibid. p. 86). When considering the roles of faculty in advancing change, it is important to distinguish between the needs for initiation and implementation. As college personnel adapt to the needs of the external environment, leaders of change must be sensitive to the cultural, social, organizational and psychological barriers that are relevant to faculty members.

By understanding these reasons, effective methods can be used to overcome these barriers. Kotter and Schlesinger (1991) offer the following strategies:

Education and communication. Try to educate people about the changes required prior to developing an action plan for change. This can be accomplished through one-on-one discussions, group presentations, memos and reports. One clever suggestion is to "put together a one-hour audiovisual presentation that explains the changes and the reasons for them. Over a four-month period, . . . make this presentation no less than a dozen times to groups of 20 or 30 individuals" (Kotter & Schlesinger, 1991, p. 70).

Participation and involvement. Participatory involvement in the change process will usually result in buy-in and accountability for those who trust that their ideas will be heard. However, there are two schools of thought in a shared planning process. It makes good sense to involve as many parties as possible when change requires wholehearted commitment. Extensive research reports that decisions reached in small groups create a much higher commitment and higher motivation for implementation of those decisions. Involved individuals feel a heightened responsibility for carrying out decisions they have made. The drawbacks to participatory management are that the process can lead to a poor decision if not effectively managed and can take much longer to complete.

Facilitation and support. Offering support during the change process can result in benefits to both the administrator and individuals. For instance, "providing training in new skills, or giving employees time off after a demanding period, or simply listening and providing emotional support" (Kotter & Schlesinger, 1991, p. 71) are extremely valuable when fear and anxiety are the reasons for resistance. The drawback is that this process can also be time-consuming if not managed well.

Manipulation and co-optation. "Under certain circumstances co-optation can be a relatively inexpensive and easy way to gain an individual's or a group's support (cheaper, for example, than participation)." (Kotter & Schlesinger, 1991, p. 72). However, there are drawbacks to this method. "If people feel they are being tricked into not resisting, are not being treated equally, or are being lied to, they may respond very negatively" (Kotter & Schlesinger, 1991, p. 72). For obvious reasons, this is one of the least effective methods. An administrator can develop a negative reputation, which could ruin her career; however, in some cases, manipulation can be successful. When there is no time for participatory management, administrators will manipulate information channels to "scare people into thinking there is a crisis coming which they can avoid only by changing" (Kotter & Schlesinger, 1991, p. 72).

Explicit and implicit coercion. In this case, the administrator can deal with resistance by forcing people to change by threatening to fire them, or not promoting them. However, when time is of the essence, some administrators do coerce their employees. Nonetheless, this should always be the last resort.

In Dunham (1995), Roger Plant recommends the following six key activities that administrators can use to reduce the level of resistance and to effectively implement change:

1. Provide help to face up to change (increase listening and understanding);
2. Communicate like never before (reduces risk of rumor and miscommunication);
3. Work at gaining commitment (strong support for vision change);

4. Ensure early involvement (encourage early staff involvement);

5. Turn perception of 'threat' into opportunities (show value and opportunity of personal skill development);

6. Avoid over-organizing (flexibility during initial stages) (p.119-124).

Palmer (1998) argues that resistance can be viewed as a place where "everything begins, not ends . . . resistance helps change happen" (p. 165). The resistance is the reality that change is needed. It "energizes those who are called to work toward those ends" (Ibid. p.165).

There are many methods to use when dealing with resistance to change. Usually, a combination and balance of the strategies presented are more effective. Each situation must be individually and accurately assessed, and the approach used should be congruent with the leader's strengths and limitations.

CHAPTER SUMMARY

In conclusion, transforming a community college from a teaching to a learning college is a complex task that current and future leaders are likely to encounter. In Enlightened Leadership (Oakley & Krug, 1991), Covey states that:

> Change--real change--comes from the inside out. It doesn't come from hacking at the leaves of attitude and behavior with quick fix personality techniques. It comes from striking at the root--the fabric of our thought, the fundamental, essential paradigms, which gives definition to our character and creates the lens through which we see the world (p.239).

It is, therefore, critical that leaders make an accurate diagnosis (Argyris, 1973) of their institutions prior to the change process. Some questions to think about are: Is the current organizational structure adequate for the implementation of change? What are the predictors of how administrators and faculty members will either adapt or resist the change factors? What intervention strategies will be essential for change to occur?

The research indicates that bureaucracy is an inefficient organizational system for the community college of the future. Its rigid structure, combined with the need for strict rules and regulations, will ultimately slow the creation of change and rapid response to its constituencies. The more open system, used by many community colleges that are involved in the change process, focuses on the intelligence and initiative of its employees and is based on social relations. This system is a combination of both the formal and informal structures and has been quite successful in meeting the goals and objectives of community colleges. If the community college is to survive, it must continue to share information about changes required by the external environment to decision makers inside the college. The gradual evolution from a teaching to a learning college will be the most valuable process for creating a structure that will meet the needs of students in the 21st century.

The learning college promotes interdependence between the organization and its external environment, and is capable of self-maintenance on the basis of resources generated from the environment. Individuals are not constricted within the boundaries of the organization, but are free to explore and develop their skills by becoming involved in the learning of the students. The transformation of the community college structure from teaching to learning can be accomplished by incorporating many suggestions for implementing change.

The literature is uniform in suggesting that leadership play a major role in the success of changing an organizational structure. According to Bolman and Deal (1994), "'Leadership, like teaching, is essentially a relationship and process of mutual influence between leaders and those they hope to lead" (p. 3). When leadership works, individuals build relationships to collectively implement a shared vision, mission, and values (Roueche, Baker, & Rose, 1989). It is incumbent on leaders to broaden their vision and to be sensitive to the social dynamics of change if they are to be successful. An important factor that many administrators suggest in leading the change process is to place an emphasis on building a collaborative effort.

Research also indicates that one of the most critical factors required for change is the strength of a community. Bellah, et al. (1985) state "A community is a group of people who are socially interdependent, who participate together in discussions and decision-making, and who share certain practices that both define community and are nurtured by it" (p. 333). Nevertheless, Hargreaves (1993) cautions the reader about generating only a surface collaboration.

The change process is complex and fragmented, and requires that leaders and administrators be committed to creative thinking, sensitive to individuals affected by change, and skilled in managing resistance. Many of these management skills are learned on the job and training is strongly recommended by Peters (1988). In terms of the faculty, personal and professional development go hand-in-hand with organizational development. To illustrate, communication, teamwork, time management, delegation and managing effective meetings are critical to the transition of change. Enlisting faculty as change agents better prepares them to "identify the problems or barriers to [implementing change; to] recognize the skills needed to tackle these; and [to] train and retrain for the required skills" (Dunhan, 1995, p. 149).

Dolence and Norris (1995) have recommended four methods to use when changing the structure of a community college: (1) to realign the college's mission that will focus on the knowledge learner; (2) to redesign the organizational structure that will be most conducive for implementing the new mission; (3) to redefine the job descriptions that are congruent with the new mission; and, (4) to reengineer the structure that will enhance the quality of outcome measures.

As transformation components are implemented, personnel may become resistant and leaders will need to be knowledgeable and skillful in their ability to deal with resistance to change. Consideration should be given to developing strategies that will build on human changes that occur when making technical changes within an organization. Leadership requires "tenacity and patience" in the management of change (Bogue, 1985, p. 3).

Clearly, the learning college is a complex operation to implement and maintain; however, its design seems to provide equilibrium for transforming the community college structure and adapting to the trends of the 21st century. Future administrators must remember that "where there is an open mind there is a new frontier" (Todd,1997). As they lead institutions to compete in the next millennium, the role of educational leaders is to look outside traditional organizational paradigms and to enhance and reinforce the social and emotional efforts (Senge, Kleiner, Roberts, Ross, & Smith 1994) of college staff. True leadership requires "a heavy dose of courage on behalf of those we serve" (Domench, 1998, p. 51). The role of education is to maximize the potential of every human being that wants to achieve. As educational leaders, the work ahead

> is the very fire where we are baked to perfection, and like the master of the fire itself, we are the essential ingredient and fulfillment when we walk into the flames ourselves and fuel the transformation of ordinary, everyday forms into the exquisite and the rare. (Whyte, (1994, p.115)

Chapter Three is a description of the proposed methodology for use in this study.

CHAPTER THREE

METHODOLOGY OVERVIEW

This qualitative research employed a case-study approach (Stake, 1994). This method was chosen to examine in-depth experiences by administrators and faculty members at Palomar College who are currently in the process of change. The intent of this research design was to understand a particular social setting and shaping influences that interact (Lincoln & Guba, 1985) between the administration and faculty members who are in the process of making an organizational shift from an instruction paradigm to a learning paradigm (Barr, 1998). The study began in January, 1999 and was concluded in May 1999.

The comprehensive method of investigation was derived from multiple data sources such as focus group sessions, individual interviews, and participant observations and document analysis. Topic areas emerging from participant-generated data were identified and grounded in theoretical contexts that impeded and facilitated the change process. In using the interactive qualitative analysis process, a departure was made from the standard qualitative method. Members from the faculty and administration participated in data analysis activities to collectively identify factors affecting their perceptions of the change process. These processes relied on the validity of evaluative contrasts and multiple participant perspectives, addressed to answer three research questions:

Research Question 1: What factors caused the leaders of Palomar College to begin the transformation from an instruction to a learning college?

Research Question 2: To what extent, from the perspectives of administrators and faculty members, has the adoption been successful?

Research Question 3: What factors (including management techniques and behaviors) contributed to the current situation?

This chapter depicts the methodology used in this study: research assumptions, rational for methodology, research design, data collection, data analysis, verification and methodological limitations.

RESEARCH ASSUMPTIONS

Qualitative research can be differentiated from quantitative research by various characteristics that are inherent in the design as cited by Creswell (1994, p. 162).

For example, the research occurs in natural settings where human behavior and events occur. In this instance, Palomar College has been selected as the setting where administrators and faculty members were interviewed and observed.

The data that emerged from a qualitative study is descriptive and is reported in the participants' (administrators and faculty members) words.

The focus of qualitative research was on the participants' perceptions and experiences, and as they expressed themselves, they clarified and made sense of their experiences. According to Lincoln and Guba (1985), the attempt is therefore to understand not one, but multiple realities. In this case, an attempt was made to understand the intentions of creating a more learning-centered organizational environment as perceived by administrators leading the change process, administrators implementing change, and from the perception of various faculty members who were experiencing the effects of these processes.

Another assumption is that qualitative research focuses on the process. In this case study the change process and perceived outcomes by members of the college were studied. The researcher was particularly interested in understanding how things occur. There was no attempt by the researcher to generalize the data. Rather, attention was paid to the interpretation of the circumstances as expressed by the participants' intuitive multiple realities that the researcher attempted to reconstruct (Lincoln & Guba, 1985). Therefore, data are not quantifiable in the traditional sense of the word.

Objectivity and truthfulness are critical to both research traditions. However, the criteria for judging a qualitative study differ from quantitative research. First and foremost, the researcher seeks believability based on coherence, insight and instrumental utility (Eisner, 1991), and trustworthiness (Lincoln & Guba, 1985) through a process of verification rather than through traditional validity and reliability measures.

To keep within the confines of naturalistic inquiry, this research was not designed for the purpose of testing or measuring universal truths about this topic. Instead, the goal of this research was to gain value in the examination of real-world situations as they emerged naturally, without orchestration or pre-determined restraints on the outcomes.

RATIONAL FOR METHODOLOGY

Qualitative research has it roots in cultural anthropology and American sociology (Kirk & Miller as cited in Creswell, 1994). This research methodology was selected based on the purpose of the study, the questions, and the resources available to the researcher. This investigative process allowed the researcher to gradually make sense of the social phenomenon of participants who were experiencing organizational change at Palomar College. Marshall and Rossman (1989) suggest that this entails immersion in the everyday life of the setting chosen for the study; the researcher enters the informants' world and through ongoing interaction, seeks the informants' perspectives and meanings" (p.161). Guba and Lincoln (as cited in Stake, 1994) argue that, "much qualitative research is based on a holistic view that social phenomena, human dilemmas, and the nature of cases are situational and influenced by happenings of many kinds" (p.239). This approach was chosen because the study strives to provide a descriptive understanding of the organizational change process by using four qualitative investigative approaches: *naturalistic inquiry, case study, grounded theory, and interactive qualitative analysis.*

Naturalistic Inquiry

The purpose of naturalistic inquiry is to holistically understand the human experience within the "natural setting or context of the entity for which the study is proposed" (Lincoln & Guba, 1985, p. 39), and to better explain the "phenomenon in order to get at the nature of reality with regard to that phenomenon" (Patton, 1990, p. 152). In addition, the researcher used herself and other humans as data-gathering instruments. Naturalistic inquiry recognizes the influences of the researcher's values, analysis, and context (Lincoln & Guba, 1985). Scheurich (1998) notes that naturalistic research is time- and content-bound, and Hatch and Wisniewski (1995) suggest that individual's "stories express a kind of knowledge that uniquely describe human experience in which actions and happenings contribute positively and negatively to attaining goals and fulfilling purposes" (p. 8). Consequently, the focus of this study was to describe and to theoretically understand the organizational change process from an instruction paradigm to a learning paradigm rather than to determine statistical outcomes (Bogdan & Bicklen, 1982) among the participants at Palomar College within a five-month period.

Case Study

Stake (1994) suggests that researchers use the intrinsic case study method to better understand a particular case of interest to the researcher. In many instances, both Carter and Coles (as cited in Stake, 1994), argue that, "It is not uncommon for qualitative case researchers to call for letting the case tell its own story" (p. 239). The researcher believes that multiple realities are studied from a holistic point of view, and seeks to make "meanings held by the people within the case" (Ibid. p. 240) who explain, describe and reflect upon their individual experiences. According to Stake (1994) the "case content evolves in the act of writing itself" (p.240). Qualitative case study is characterized by the main researcher spending substantial time, on site, personally in contact with activities and operations of the case, reflecting, revising meanings of what is going on" (Ibid. 242). To this end, the researcher had an intristic interest in this particular case and spent the spring 1999 semester as an administrative intern at Palomar College.

Lincoln and Guba (1985) provide six advantages for using the case study reporting for naturalistic inquiry: (a) the naturalistic inquirer will make every effort to reconstruct the participant's construction of his experience; (b) the researcher will strive to present the case study as a holistic and lifelike description of the participant's experience; (c) the case study provides an opportunity for the reader to test the interpretations presented; (d) the case study provides a "thick description" to sufficiently make judgments of transferability; and (e) the case study provides a method for "communicating information that is grounded in the particular setting that was studied" (p. 360). The case study assumption is that the researcher and the participant are interactive and inseparable; there is something to be described and something to be interpreted.

Polkinghorne (1983) argues that researchers try to understand the fullness of human existence by including in their inquiries the unique characteristics that differentiate human existence from other kinds of existence. Hence, the researcher spent five months interacting with the participants to understand the multiple patterns of meanings and behavior that the change process creates.

Finally, throughout the inquiry, "the data and interpretations are continuously checked with respondents who have acted as sources" (Lincoln & Guba, 1985, p. 189) to ensure that contrasting opinions are clarified, understood, and agreed upon by all participants. The final research product is a case report which reflects an "idiographic construal of what was found" (Ibid. p. 89) at the case study site.

Grounded Theory

Lincoln and Guba (1985) suggest that the qualitative researcher "elects to allow the research design to emerge (flow, cascade, unfold) rather than to construct it preodinately (a priori)" (p.41) because it is difficult to predetermine what the multiple realities design will be. Therefore, the researcher tries to discover new theories through the grounded theory approach (Glaser & Strauss as cited in Patton, 1990). Patton (1990) suggests that grounded theory is "essentially an inductive strategy for generating and confirming theory that emerges from close involvement and direct contact with the empirical world" (p. 153). Glaser and Stauss (as cited in Lincoln & Guba, 1985), who are credited with having coined the term grounded theory, suggest that it will,

> fit the situation being researched, and work when put into use. By "fit" we mean that the categories must be readily (not forcibly) applicable to and indicated by the data under study; by "work" we mean that they must be

> meaningfully relevant to and be able to explain the behavior under study (p. 205).

Strauss and Corbin (1990) suggest that grounded theory is a "constant comparative method of analysis" (p. 62). Thus, the fit between theory and practice is achieved, and theories are grounded in real-world experiences as revealed by the participants.

Interactive Qualitative Analysis

This research design included a specific technique that focuses on a collaborative data analysis with the participants. The *interactive qualitative analysis* (IQA) research methodology was developed by Norvel Northcutt (professor of research methods at The University of Texas at Austin) and Cindy Miles (research advisor). The IQA begins with group process methods adapted from the Total Quality Management movement (Deming, 1981-82) to both produce and analyze qualitative data. Results from the group processes are then used to develop a protocol for individual interviews. The IQA technique provides groups of participants to actively participate with the researcher in data analysis activities designed around a particular topic. This research approach is structured to generate an understanding of the topic by shifting the participants through a cycle of inductive and deductive analysis activities. This methodology can be related to the traditional quantitative and qualitative research methods and is described in the General Model of Social Analytics, found in Appendix A.

A valuable component of interactive qualitative analysis is its symmetry with constructivist axioms that are fundamental to the naturalistic paradigm, that "realities are multiple, constructed, and holistic" and the "knower and known are interactive and inseparable" (Lincoln & Guba, 1985, p. 37). Unlike traditional research where the researcher is responsible for collecting and analyzing data independently from the participants, IQA directly involves the study participants in the construction and analysis of the data. Therefore, the subjects themselves and not the lone researcher express the meaning and reality of the participants.

Interactive qualitative analysis is a valuable research design because this method draws out data analysis beyond the traditional classification of themes and patterns identification to then examine the interrelationships among them. Further clarification of this process is found in the Data Analysis section of this chapter.

Rational Methodology Summary

As previously noted, the focus of this study is to examine the current process of organizational change and subjective experiences by the participants at Palomar College. Therefore, the methodological blend of naturalistic inquiry, case study, grounded theory, and interactive qualitative analysis seemed suitable. The literature review reveals that transition is complex and will often create resistance to the change process. However, there is continued value in identifying approaches that will facilitate rather than impede the change process of a community college organizational structure. It was the intention of the researcher to use this qualitative single case study to investigate the change process that is grounded in the experiences of college constituents affected by the change process.

RESEARCH DESIGN

The purpose of this study was to compose an in-depth organizational diagnosis of the current change process at Palomar College in San Marcos, California. The goal of this study was to identify the level of receptiveness to change among members of the faculty and administrative groups. To effectively accomplish this goal, "researchers should design the study according to the research questions they seek to answer." (Marshall and Rossman, 1989, p. 42). Therefore, the *unit of analysis, instrumentation, sampling, and the research plan* for this study were selected and each will be described in this section.

Unit of Analysis

This case study was designed to investigate what major factors either facilitate or impede the organizational change process as they emerge in real-life experiences. Palomar College was chosen as the unit of analysis for this case study due to the researcher's personal research interest in the *specific phase* of the organizational change process that existed during the 1999 Spring semester. During this period, the researcher served as an administrative intern to the president as part of the requirement for fulfillment of a doctorate of philosophy in educational administration. In this position, the researcher was given the opportunity to observe and participate in a variety of college activities. The president met with the researcher on a weekly basis as he continually encouraged the researcher's interests in examining the change process and in gathering the data for the study. In addition, both faculty and administrators also motivated the researcher to continue the investigation. In the professional role as administrative intern, the researcher was given access to closely observe and interact with key leaders involved in the organizational operations of the institution which proved to be a valuable asset in gathering data for this study.

College description. Since 1946, Palomar College has served the northern part of San Diego County. Located near Palomar Mountain, from which it received its name, Palomar College has grown into a 200-acre San Marcos campus that serves more than 27,000 students per semester. At the time of this study, (1998-99 academic year), the student population was 27,000 enrolled in classes at locations throughout the District. The median age of students was 30, where 53 percent of students were women, and approximately 35 percent were students of color.

Governance structure. As noted in the 1998-99 Palomar Faculty Manual, the governance structure is organized to share the responsibilities of governance and to involve staff and students appropriately in the planning and operation of the college. Committees exist to formalize collegiality, facilitate communication, develop effective plans and processes, and provide input to guide the college toward its goals. Overall, the governance structure is organized on two levels, planning and operational. This two-tired governance plan reflects the need for both long-term and immediate decision making. The planning committees typically address issues, which affect the entire campus and have long-term implications. The major responsibilities of those committees are to develop strategies, concepts, and policies, which reflect the purpose of the college. The final authority for governance at the college is the Governing Board. This Board delegates authority to the president who in turn shares that authority through the process of collegial governance. It is important to note that administrators are obligated to consider input and advice of committee members seriously. Opinions are considered based on their merit. Committee chairs inform committee membership of their recommendations and decisions after input and advice is considered. There are five constituency groups who represent the governance structure at the college. They include students, faculty, bargaining unit classified staff, Administrative Association members, and senior and executive administration. All committee meetings are opened to the public.

Faculty and Administrators. During this study, there were 279 full-time permanent faculty, of which 41 percent were women and 16 percent were people of color. Of the 873 adjunct faculty, 46 percent were women and 14 percent were people of color.

The administration included 34 professional administrators, 41 administrators, and 382 classified staff a total of 457 non-faculty employees. Of the full-time professionals, 78 percent were women, and 18 percent were people of color. Full-time classified staff included 67 percent women and 27 percent people of color. The executive administration includes the president, who has held his position for about 18 years, and four vice presidents: *vice president of instruction, vice president of student services, vice president of finance and administrative services, and vice president of human resources.* With the exception of the vice president of instruction, all vice presidents have an average two-year tenure with the college. The senior administration includes seven deans who provide oversight to *Community Learning Resources, Arts and Languages, Vocational Technology, Mathematics & the Natural and Health Sciences, Human Arts & Sciences, Counseling, Guidance & Career Development and Student Support Services.* There is also a chief advancement officer/vice president to the foundation. These individuals serve on the President's Cabinet where many decisions are made for the institution, however the president and vice presidents meet on a weekly basis to make final decisions.

In 1988, the California legislature passed AB 1725, which augmented the power of the faculty through the shared governance process at community colleges. Therefore, the roles of the academic senate and students have intensified in addressing academic and professional matters as mandated by AB1725.

Instrumentation

Lincoln and Guba (1985) stress the importance of instrumentation as a means for collecting data because they are the "operational definitions of variables involved" (p. 223). The role of the researcher in qualitative research is to collect and interpret the data. Therefore, it is important to reveal the researcher's personal values, biases, and assumptions at the beginning of the study. The researcher's objective for conducting this study is to discover the techniques and strategies that are required to effectively implement organizational change within a community college setting. As a future administrator, the researcher will prefer to accomplish the organizational change process with the least resistance possible. The challenges that leaders face at Palomar College will provide valuable insight into the transformation process.

As previously noted, the position as administrative intern at Palomar provided the researcher the opportunity to attend administrative and faculty planning meetings. The researcher served as a full-time college employee for five months. In conjunction with completing the assigned projects, the researcher also conducted data collection for this study by observing a variety of administrative and faculty meetings and classroom sessions, conducting focus group sessions and individual interviews, and examining documents related to the study topic.

As Lincoln and Guba (1985) note, the instrument in naturalistic inquiry is "a sensitive honing device that sorts out salient elements and targets in on them," and therefore becomes "more refined and knowledgeable in that process" (p. 224). Rather than remaining indifferent to the situation, Lincoln and Denzin (1994), suggest that the researcher's role should be to understand one's "critical subjectivities" as to how one can influence the research (p. 582). The subjectivities included the following. From the beginning of this study, the researcher brought her *personal values, biases and assumptions* to the research. For instance, the researcher's objective for conducting this study was to discover the techniques and strategies that are required to effectively implement organizational change with the least resistance possible. As an administrative intern, the researcher also brought an element of *sensitivity* to the setting with the participants involved in the study. It was also critical to understand the risks the researcher encountered of going *native*, that is, to become deeply aligned with the college staff as it related to the change process. The researcher was consciously aware of the need to not lose objectivity toward the circumstances or the participants involved in the study. The challenge to avoid these subjectivities in order to ensure the quality of the instrumentation was great however; the researcher strove to balance her objectivity against these possible hazards.

From the beginning, the researcher was well aware of the potential research hazards, which would be encountered due to the dual insider/outsider role. One of the greatest challenges in conducting this study, as in most qualitative research, was to balance the need to closely connect with participants (necessary to build an authentic description of their perceptions and experiences), with the need to detach oneself in order to remain objective and impartial. During the time of this study, it became difficult, as is the case with most qualitative researchers, to remove oneself completely from influencing the change process due to the information the researcher was privileged to obtain from various key players at the college.

In the position of administrative intern, the ability to conduct an *extensive* and *intensive* research design was enhanced by the amount of time I spent interacting with the administrators, faculty, and college staff. The researcher was in a position to make diverse connections with a variety of individuals to construct a holistic understanding of the "lived experiences" of these individuals. The five-month tenure at the college afforded the researcher with opportunities to build trusting and confidential relationships with many individuals on campus who were either opposed to or who approved of the change process. Once staff were aware of the topic of study, many individuals sought the researcher out to further discuss their candid perceptions about the change process.

As the primary research instrument of the study, the researcher designed and used interview questionnaires, conducted individual interviews, facilitated three interactive qualitative analysis focus group sessions, observed and participated in numerous meetings and classroom sessions, reviewed and analyzed relevant documents, and analyzed the data from these various sources.

The researcher's professional experience and her recent studies in educational administration cause her to bring certain personal and professional assumptions to this study. For the past two years, her professional experience within an organization that has changed from a closed to a more open structure enhanced the researcher's understanding and sensitivity to the challenges and barriers that change creates. However, her experience was limited to non-profit organizational change. Consequently, the researcher concentrated on the roles of the president and administrators to implement change, build relationships, make decisions and "[provide] leadership and vision" (Creswell, 1994, p. 163) at Palomar College. The researcher acknowledges that "these biases may shape the way [she] view[s] and understand[s] the data collected with the perspective that [the role of the educator] . . . is often a difficult position" (Creswell, 1994, p. 164).

Sampling

The design of the study was to explore the current change process from a teaching to a more learning-centered institution dependent upon the perspectives of the participants. It was critical to determine "whom to look at or talk with, where, when, about what, and why [, which] all place limits on the conclusions you can draw, and on how confident you and others feel about them" (Miles & Huberman, 1994, p. 27). Please refer to Appendix B for a chart of the distribution of study participants. The research design was focused on what Patton (1990) refers to as *purposeful sampling* by which guidelines were established for certain settings, individuals, and activities needed to answer the research questions. Lincoln and Guba (1985) suggest that the purpose of naturalistic sampling is to "maximize information, not facilitate generalization" (p. 202), as is the case with statistical data. Therefore, sampling devices were determined according to sources that were in leadership positions in both the administrative and faculty organizational structure in keeping with the grounded theory methodology. For instance, administrative participants selected included the president, two primary early advocates of the learning paradigm, vice presidents, deans and directors. Faculty leaders who favored and opposed the change process were also solicited. It was the intent of the researcher to select participants and settings that provided a *maximum variation sampling* to represent a cross-section of the leadership (Lincoln & Guba, 1985) involved in the change process.

Various individuals assisted in achieving this sampling variation. The researcher began to identify participants by discussing the strategy with the early advocates of the learning paradigm who provided a historical perspective. These individuals suggested that the researcher contact three of the four vice presidents (one vice president was just hired in November, 1999), deans, the director of professional development, the presidents of the Senate and Faculty and the senior academic dean. The researcher was provided with the names of various individuals who either opposed or favored the change process and who held various degrees of tenure with the college. Therefore, these *key informants* were in a position to provide valuable historical and contextual perceptions regarding the change process that has taken place, as well as to provide invaluable sampling guidance. The participants selected provided an opportunity for the researcher to study personal perspectives relating to the processes, patterns, experiences and interactions that have evolved within the past seven years. Due to the primary methodology used in this study, a certain number of valuable common patterns (Patton, 1990) emerged among a relatively small but diverse sample in this study. These patterns will be described in Chapter Four: Participant Findings.

Research Plan and Timelines

There were five primary data collection phases of this study, which was conducted during the spring semester of 1999. The researcher began the internship experience in January, 1999 and conducted the data collection within a five-month period, which concluded in May, 1999.

1. Phase I - Data Collection January, 1999

Data collection included: (a) individual interviews with the president, two primary early advocates of the learning paradigm, three vice presidents, and the director of professional development; (b) individual interviews with presidents of the Senate and Faculty, and the senior academic dean, (c) observations in various administrative meetings; and (d) examination of relevant documents.

2. Phase II - Data Collection & Thematic Analysis--February, 1999

Facilitated one interactive qualitative analysis focus group session with administrators to identify both positive and negative factors associated with the change process. Identified and analyzed categorical patterns (affinities) as perceived by focus group participants to generate findings. Refer to Appendix D for focus group protocol. Continued to observe administrative meeting activities and to examine relevant documents.

3. Phase III - Data Collection & Thematic Analysis March, 1999

Facilitated two individual interactive qualitative analysis focus group sessions with administrators and faculty members to identify positive and negative factors associated with the current transition. Identified and analyzed categorical patterns (affinities) as perceived by focus group participants to generate findings. Observed classroom sessions of faculty members who participated in the focus group session. Refer to Appendix C for a representation of all focus group participants and faculty disciplines.

4. Phase IV- Data Collection Triangulation April, 1999

Performed triangulation of data collected by conducting individual interviews with most of the focus group participants to verify data collected. Designed three separate interview questionnaires to reflect categories identified by each focus group, see Appendices E, F and G. The purpose of these questions was to *define* the phenomenon, to determine *what caused* this phenomenon, and to determine how this phenomenon *impacted* the staff involved in the change process. In addition, an interview questionnaire was designed to identify *common categories*, which emerged among all three groups, see Appendix H. These questionnaires were used to verify the validity of the data generated in the focus group sessions. Continued to make observations of administrative meetings and classroom sessions.

5. Phase V - Data Collection Analysis May, 1999

Analysis of interactive and individual participant research findings; conducted comparisons and contrasts of individual and group data; and evaluation of findings by study participant and peer researcher.

Research Design Summary

To effectively construct an in-depth organizational diagnosis of the current change process at Palomar College, the researcher designed this study using the *unit of analysis, instrumentation, sampling, and the research plan* to answer the research questions.

DATA COLLECTION

The design of this study was carried out with multiple techniques by utilizing "human sources directly, and some using nonhuman sources" (Lincoln & Guba, 1985, p. 287). Human sources included *individual interviews, focus group interviews, participant observations and journaling*. The latter included a review of documents and records. All interview data collected was audiotaped and transcribed (Adler & Adler, 1994), was supported by field notes, coded (Miles & Huberman, 1984), and an analysis of the final transcripts and data was reviewed (Jupp, 1996). It is important to note that "it is the human instrument that is the primary mode of collecting the information" (Lincoln & Guba, 1985, p. 287). The specific data collected for this study includes:

- 3 interactive focus group sessions (2 administrator groups and 1 faculty group), a total of 22 participants.
- 32 individual interviews (18 administrators and 14 faculty members).
- 5 months of participant observations (president's cabinet and various Committee, Senate and Faculty meetings, and classroom observations of faculty who participated in the focus group sessions).
- Review of documents and records (please refer to Appendix S for a complete list of documents and records reviewed).

All participants were employees at Palomar College. This college was selected as the site of study because it was featured as one of six flagship institutions journeying toward the learning college (O'Banion, 1997).

Creswell (1994) argues that the researcher "has an obligation to respect the rights, needs, values, and desires of the informant(s)" (p.165). As the participant observer, the researcher will [invade] "the life of the informant" (Spradley, as cited in Creswell, 1994, p. 165). In addition, "sensitive information is frequently revealed," particularly in a study "where the participant's position and institution are highly visible" (Creswell, 1994, p.165). To protect the rights of the participant, each person was notified of all data collection devices and was asked to sign a consent form (see Appendix B) prior to participating with interviews and focus group sessions. To protect the case study participants, Stake (1994) cautions that:

> With much qualitative work, case study research shares an intense interest in personal views and circumstances. Those whose lives and expressions are portrayed risk exposure and embarrassment; loss of standing, employment, self-esteem. . . . The researcher should . . . avoid low-priority probing of sensitive issues, drawing upon others to oversee the protective system (p. 244).

Every attempt was made by the researcher to preserve the position of the participants.

The individual open-ended interviews, focus groups, and observations were conducted from January to May, 1999 at Palomar College in San Marcos, California in designated meeting rooms. The researcher was responsible for scheduling individual interviews. Prior to the beginning of the study the researcher applied for exemption from institutional review based on the exemption status of the study involving legal adults.

Interviews. The college began the change process from an instruction to a learning paradigm in 1991. Because George Boggs and Robert Barr, [and John Tagg] are recognized as "early advocates" of the learning college concept (O'Banion, 1997, p. 26), a one-hour interview was conducted with each at the beginning of the investigation. The mode of the unstructured interview process was used to inform interviewer of what she "does not know and must therefore rely on the respondent to tell her" (Lincoln & Guba, 1985, 269). These interviews were audiotaped, field notes were taken, and one-hour member checks were conducted after each transcription was analyzed. Prior to the interviews, each participant was provided with a statement regarding the purpose of the study and as previously mentioned, was asked to sign a consent form. These specific interview analyses were performed prior to interviewing the administrators and faculty members at the college.

To establish and build trust with the advocates, the researcher began the first interview by getting to know the participant and sharing her reasons for conducting the study. The focus of the first open-ended interview was based on the response to the following broad question: What organizational conditions (structures, activities, etc.) constitute a learning college? The follow-up interview was focused on providing the advocates an opportunity to further clarify issues within the transcript. Each of the interviews took about one and one-half hour to complete. The first interview was held in late January, and the follow-up interview was completed in February. These transcripts were later coded and triangulated to contrast and compare the data generated by focus group participants.

Focus Groups

The Interactive Qualitative Analysis (IQA) was the method used for conducting the focus group sessions and collecting the primary data for this investigation. This research methodology was developed by Northcutt in 1997, professor of research methods at The University of Texas at Austin and Miles, research advisor. IQA answers two broad questions: 1) What are the dimensions of the issue or phenomenon; and 2) How do the dimensions relate to each other? The dimensions of the issue are arrived at by means of both inductive and deductive group processes in IQA and are called affinities, a term referring to a set of textual references (categories) that have an underlying common meaning or theme. Once affinities are defined inductively, and the range of meaning is defined deductively for each affinity, the relationships among the affinities are explored systematically to produce a comprehensive picture of the entire system. This analysis is traditionally called coding by qualitative researchers. This procedure allows groups of people to identify and process large quantities of ideas in a very short time frame and in a non-judgmental process for collecting and categorizing ideas. Participants are given the opportunity to view ideas of other members of the group, to allow ideas to be grouped according to their natural relationships, and to allow groups to quickly collect and organize the research data.

This method was used in separate focus group sessions with administrators who were leading and implementing the change process, and faculty members who were being impacted by the change process.

Three separate focus groups were conducted. The first was composed of Level One Administrators (LOA--deans) who have been involved with the transformation process. The administrators were selected through *purposive sampling* to participate in two separate, two-hour interactive-relational (Chirban, 1996) qualitative analysis focus group sessions (Stewart & Shamdasani, 1990). In addition, one individual follow-up interview was conducted as needed. Each participant was provided a copy of the group's discussion analysis to clarify and to validate comments at the conclusion of each focus group session. The same steps were followed with one focus group comprised of Level Two Administrators (LTA—directors), and one focus group of faculty members who have been involved in the change process. In total, three separate focus group sessions were held with three different groups of participants, and follow-up individual interviews were conducted as needed.

Traditionally, this type of analysis is referred to as coding by qualitative researchers. There are three major steps of interactive qualitative analysis coding activities. The researcher facilitated and explained all three steps to the participants.

Step One: Inductive or Emergent Coding answers the question, what are the affinities? The intent of these brainstorm sessions, which lasted about two hours, was to identify the factors that administrators and faculty members encounter as they experience the transition from an instruction-based to a learning-based institution. The second goal was to identify how these factors relate to each other and to develop an affinity chart to organize the data.

The silent nominal process was used as the method to collect data. In a silent nominal brainstorming session, participants were given a broad issue statement to review. The advantage of this process was that participants were not influenced by what others said and as a result, were more willing to write down their own thoughts. This process was non-threatening, created an atmosphere of acceptance, allowed a greater number of ideas to emerge quickly, and united the group by showing them what they can accomplish as a whole. In this case study, three different groups of participants were given the same broad question to respond to and discuss:

> ***Based on your experience at Palomar College, identify the positive and negative issue and strategies (management techniques) associated with the transition process to become a more learning-centered institution within the past seven years.***

Each member of the focus group was given a pad of colored post-it notes and one marker to respond silently to the question by writing one thought per note. They were asked to place a plus (+) symbol for a positive response and a minus (-) symbol for a negative response. When participants completed this process, usually within a ten-minute period, the participants were instructed to tape their notes on the wall in vertical lines where responses could be visible to everyone in the room. The facilitator encouraged the participants to add more thoughts on the wall if they so desired.

Next, the participants were asked to move back into a silent nominal process as they worked silently and independently to organize the data. Participants were instructed to aggregate the text/affinities into like categories of meaning they observed emerging from the data by grouping the notes in vertical columns. The participants continued to sort and reorganize the data until everyone was satisfied with the categories, as represented by the groupings of post-it notes. At this point, the facilitator asked the group to further clarify each group of affinities to determine its position.

Step Two: The next step in this phase was to clarify and reach agreement on the meaning of the data by conducting open coding. One participant was asked to read each response note aloud and lead the discussion of group members until a shared understanding of what each author perceived from each statement was reached. If a stated idea was unclear, participants asked for clarification from its author who then further clarified or revised the intent of its meaning. At this point, in some cases multiple meanings were added. In the second step, participants determined the validity of the data by coding the affinities. In some instances, multivoting, in which participants are given several votes to distribute among the options, was used to help arrive at a consensus for naming each affinity.

Step Three: Deductive or Axial Coding completed the answer to the question, what are the major issues? Participants identified the major components of each affinity by organizing affinities into a hierarchical system of subaffinities, using the original notes that were grouped into large categories of meaning (affinities) as the source of data. Sub-affinities within each cluster were reviewed individually, and participants were asked to reach consensus regarding the meaning and final statement of each sub-affinity. The last step in this phase was for the participants to collectively determine a title for each category of affinities. As multiple suggestions were given for naming the category, multivoting was conducted to reach consensus when necessary. The names were presented orally and were recorded on a flip chart. The facilitator then led a discussion of each name provided to determine whether or not the topic presented was the same idea, but may have been worded differently. Groups typically iterated through coding procedures 1 and 2 several times before arriving at a final statement of affinities and sub-affinities. The final statement was represented in a list called an Affinity Digram, developed in phase two of the process. Please refer to Appendices I, J and K to review the Affinity Digrams generated by each of the three focus groups. Questionnaires were designed using the data generated by the affinity digrams and individual follow-up interviews were conducted with focus group participants as needed. In addition, a second questionnaire was designed to reflect *common categories*, which were compiled from the three focus group Affinity Digrams. The questionnaire was also used in individual follow-up interviews with focus group participants as needed and can be reviewed in Appendix H. This process will be discussed in the Data Analysis section of this chapter.

Observations

The classroom and administrative meeting observations were conducted at the college. There are many benefits when using observation as a type of data collection. Creswell (1994) points out some of these advantages:

> The researcher has firsthand experience with the informant and can record information as it occurs. In many instances, unusual aspects can be noticed during observation. It is useful to explore topics that may be uncomfortable for informants to discuss (p.150).

However, Creswell (1994) also points out some limitations. For example, the researcher may be viewed as intrusive, and confidential information may be observed that the researcher was not be in a position to report as part of the study.

Initially, the observations were unstructured to permit the researcher to expand her tacit knowledge (Lincoln & Guba, 1985) and to determine what was meaningful. As more information was generated and understood, the observations became more relevant as the participant's "insights and information" (Lincoln & Guba, 1985, p. 275) began to build into more tangible data.

To validate either the acceptance or resistance to the learning paradigm concept, five randomly selected faculty member focus group participants were observed in their classrooms within a four-month period. The researcher also attended various administrative committee meetings to observe administrator management styles. Direct observation is valuable to the researcher because it provides a method to observe the "here-and-now experience in depth" (Lincoln & Guba, 1985, p. 273). It also enhances the inquirer's ability to observe behaviors as well as conscious and unconscious motives, emotions, and concerns that would otherwise be left unnoticed.

Journaling

Reflective journals are used to "display the investigator's mind processes, philosophical position and bases of decisions about the inquiry" (Lincoln & Guba, 1985, p. 109). The researcher kept a reflective field log to record a detailed account of how she utilized her time, recorded details about personal observations, and reflected on her "own thinking, feeling, experiences and perceptions throughout the research process" (Creswell, 1994, p. 166).

Summary

In sum, the data collection process was structured as the phase of *focused exploration* (Lincoln & Guba, 1985) of the study by using individual interviews, focus groups, observations, journaling, and a review of documents and records.

DATA ANALYSIS

The intent of this case study was to reflect the multiple realities constructed by the study participants which were demonstrated by the shaping of phenomenal elements at the site, and to rely on *pattern theories* (Lincoln & Guba, 1985). To accomplish this goal, the tools for analysis used were the **thematic analysis** and **interactive qualitative analysis** which alternated with data collection in five phases. In each phase, interview and focus group data were coded and analyzed via thematic analysis as noted by Miles and Huberman (1984) by forming patterns, looking at contrasts, and noting relationships between variables.

Lincoln and Guba (1985) suggest that "data analysis is open-ended and inductive for the naturalist" (p.224). Adler and Adler (1994) claim that qualitative data analysis draws the researcher "into the phenomenological complexity of the world, where connections, correlations, and causes can be witnessed as to how they unfold" (p. 378). The researcher is not bound by intentional categories. Instead, she is free to "search for concepts or categories that appear meaningful to subjects" (Ibid.). "In qualitative analysis several simultaneous activities engage the attention of the researcher, collecting information from the field, sorting the information into categories, formatting the information into a story or picture, and actually writing the qualitative text" (Creswell, 1994, p. 153). The analysis methods used are presented in this section.

Thematic Analysis

This data analysis was used to identify common patterns of *variables* which "involved similarities and differences among categories, and patterns of processes involving connection of time and space within a context" (Miles & Huberman, 1984, p. 246). This approach allowed for continuing evaluative contrasts between individual interview and focus group data, between findings generated from each phase of the study, and between findings from different research perspectives. The thematic analysis tactic was adapted from Miles & Huberman's (1984) tactics for generating meaning. These tactics include (1) "identify recurring patterns, or gestalts, which pull together separate pieces of data" (Ibid. p.246), (2) "drawing contrasts or making a comparison between two sets of things" (Ibid. p. 257) and, (3) "noting relationships between two variables" (Ibid. p. 255).

Miles & Huberman (1984) note the first stage of thematic analysis is to "be able to (a) see added evidence of the same pattern" (p. 246) and (b) "remain open to disconfirming evidence when it appears as data is labeled" (Ibid. p.246). The second and third stages are conducted to sharpen our understanding of the data to "see things and their relationships more abstractly" (Ibid. p. 245).

An outside transcriber transcribed the individual interviews. The researcher's intent was to base this analysis on reduction of the data, therefore, she instructed the transcriber to leave some space on the right-hand side of the transcription to provide room for coding. The researcher then coded the transcripts in general categories of major themes that emerged as focus areas of the transition process and used the following coding procedures recommended by Tesch (as cited in Creswell, 1994):

- Get a sense of the whole by reading though all of the transcriptions carefully, and jot down some ideas as they come to mind.
- Make a list of all the topics in each of the interviews and subsume together similar topics and then assemble these topics into columns that might be arranged as major topics or unique topics.
- Find the most descriptive wording for the topics and turn them into categories. Carefully begin to reduce the list of categories by grouping topics that relate to each other.
- Assemble the data material belonging to each category in one place and perform a preliminary analysis (p. 142-145).

Initially, codes were determined from reading the transcripts and assigning preliminary codes to data generated by the interviews conducted in Phase 1 of the study. Identifying and labeling patterns generated by the participants in the focus group sessions formed the second stage of coding. Data from these two groups of participants was merged and compared to identify themes across participants and organizational divisions. The third stage of coding transferred these patterns to a higher level of analytical abstraction by determining their relationships more abstractly. These included subsuming and evaluation of common categories across organizational divisions to discover connections between themes. These patterns were also compared to the themes and insights from the theoretical and applied literature related to factors that facilitate and impede the organizational change process.

According to Glaser and Strauss (1967), drawing and verifying conclusions rely on the method of constant comparison as pure analytic induction. Through comparative analysis, emerging categories were analyzed according to their structure, cause, context and relationship to other categories. In addition, the researcher compared the responses of different participant groups such as, executive administration, early advocates of the learning paradigm, deans and directors with the responses of faculty members. Emerging pattern coding led to the modification of data collection protocols to further explore facets of a developing theory (i.e., the differences between administration and faculty reactions to the change process).

As general categories evolved and developed through successive iterations (until the category was saturated), the theoretical relationships were developed, checked against existing data by rereading and reanalyzing original text through triangulation and with participant analysis determined through the interactive qualitative process.

Interactive Qualitative Analysis

In phase 2 and 3 of this study, a total of 14 administrators and 8 faculty members participated in three separate interactive qualitative analysis (IQA) focus group sessions to determine their perceptions of the change process. The three focus groups were composed of the following: Level One Administrators (LOA--6 deans), Level Two Administrators (LTA--8 directors), and Focus Group Three--8 faculty members. With the exception of the faculty focus group, each session lasted 2 hours and was held on 2 separate days to allow time for documentation of data. The faculty focus group was held within a 3 1/2 hour block of time. Please refer to Appendix C for a representation of focus group participants. The researcher conducted each focus group session in which participants first inductively, then deductively examined the participants' experiences with the change process. As an introduction to the interactive qualitative analysis methodology, the researcher presented a brief description of each step of the process: brainstorming, affinity diagram, the interrelationship digraph (IRD), and the system influence digraph (SID).

Brainstorming. Theoretical coding responds to the question: how are affinities related in a constellation of cause and effect? To answer this question, focus group members participated in the first step of the IQA process. The participants were asked to generate data by using a silent, nominal-brainstorming technique in response to the open-ended question:

> ***Based on your experience at Palomar College, identify the positive and negative issues and strategies (management techniques) associated with the transition process to become a more learning centered institution within the past seven years.***

Participants were requested to answer this question by using short statements written on a pad of post-it notes, one comment per page, and were instructed to work silently and independently. When participants were finished with their responses, usually within 10 minutes, they were then asked to place them on the wall where they would be visible to all participants. Participants were each given a pad of post-it notes and marker and were encouraged to generate as many comments as they preferred once they had the opportunity to view the statements that other members of the group had generated. Within 10 minutes, approximately 70 responses were generated per focus group in this stage of the process.

The researcher then facilitated a data clarification exercise by asking for a volunteer from the group to read each response aloud. The intent of this process was to discuss each statement and to reach a common definition of what each author meant by his/her response. For instance, each of the three focus groups discussed *leadership* as a key factor to the change process and led to the understanding that it was either effective or not effective. Disagreement was not allowed regarding the definition of each response. Participants were encouraged to only clarify the meaning of the affinity. In some instances, the author was asked to clarify the definition of their response and altered their statements to reflect the true meaning of the affinity. The next stage of the process was to organize the responses into like categories.

Affinity Diagram. This process of the Interactive Qualitative Analysis (IQA) was used to organize the responses into like groupings based on the relationships between each comment generated. This research method was developed by Kawakita (as cited in Brassard, 1989) to sort large amounts of data by allowing natural patterns of information to emerge through a creative and analytic process. The process includes: (1) determine the issue to be examined, (2) generate and document issues, (3) visibly display the issues, (4) group the issues in like vertical columns, and (5) designate each grouping with a label or category title. The intent of this process was to identify, compare, and organize data into thematically organized groupings, referred to as affinities. Participants worked in groups and independently to rearrange the affinities as they felt necessary. They all agreed that if one participant disagreed with the placement of a comment, they would be free to move it to another column. The process to identify *recurring patterns* took about 30 minutes to complete. The researcher then led the group into making *comparisons and noting the relationships* between the affinities by checking the validity of each of the groupings and then by labeling each group of affinities. As affinities were selected at random, the participants were asked to reach consensus regarding the nature of the comparisons between the affinity selected to each of the other affinities within the group. Affinities were given titles as determined by participants, which were documented on header notepaper and placed at the top of each vertical column.

The final arrangement of titled categories formed the affinity diagram, which included seven thematic groupings per focus group. For instance, the seven affinities generated by the Level One Administrators' (LOA) focus group included the following: *Student Focus, Learning Paradigm Conference, Innovation, Human Resource Development, Governance Structure, Planning Implementation, and Executive Leadership.* The affinities identified by each of the focus groups can be reviewed in Appendices I, J, and K. These affinities represent the major issues, as perceived by focus group participants that relate to the change process at the college. The complete list of responses generated by all three focus group participants will be discussed in Chapter Four: Participant Findings.

Interrelationship Digraph (IRD). The IRD process is used to note the logical relationships between the major variables. The participants were asked to work together to systematically analyze the relationships among the patterns/categories identified in the affinity diagram through the following steps: (1) a matrix was drawn on the chalkboard with the titles of the seven affinities documented horizontally and vertically on the matrix, (2) participants were asked to assess each pair of affinities separately to determine whether either of the pair influenced the other, (3) if a relationship was determined, using the cause and effect method, an arrow was placed on the affinity in the direction that had greatest influence over the other, (4) the evaluation of each pair of affinities were analyzed and documented, (5) the IRD was reviewed and revised as needed, (6) based on the number of outgoing and incoming arrows, the role of each category in the system was analyzed, depending on the size and interconnectedness of the system. Please refer to Appendices L, M and N for the IRD matrices constructed by each of the three focus groups.

System Influence Diagram. The final representation of the analysis is in the form of a System Influence Diagram (SID), which is a form of a structural or path diagram. This model, prepared according to a set of formalized rules that serves to remove ambiguities and redundancies from the system, identifies the patterns of influence or causation among the affinities in the system, including recursive relationships (feedback loops). Appendix O is a description of the interrelationship analysis. The SID from the group process was compared to that produced from theoretical coding of the interviews, and any differences were reconciled to create a synthesized SID. The final step in the process was to move back to the group process and to systematically determine which of all the possible recursive relationships were the most viable or likely. The creation of the SID is the final product of the entire Interactive Qualitative Analysis and can be reviewed in Appendices P, Q and R.

The advantage of using the Affinity Diagrams, Interrelationship Digraphs (in graphic and tabular form), and System Influence Diagram used in the Interactive Qualitative Analysis method is that they give the participants and researcher a rigorous, systematic, yet collaborative process with which a group can make meaning out of messy, contextual, or ambiguous data related to the change process. Very often, the participants expressed a secondary benefit, which included team building and enhanced organizational communication. For example, after one of the group sessions, one participant remarked, *"This has been the first opportunity I have had with my peers to discuss the change process. I feel like we have bonded."*

Final Data Analysis

The last step of this data analysis process was to integrate the findings from the *thematic analysis* with the *interactive analysis* to produce analytic perspectives, which correspond to three research questions: the process perspective and the participant perspective.

Process perspective. Research Question One relates to findings that motivated the leaders of the college to begin the transition process at the case study site. This question was addressed by preparing a historical and contextual account of the past seven years of changing the organizational structure from an instruction to a learning institution. The researcher constructed a holistic account of the change process to address the *what* fundamental questions from multiple data sources, and by comparing the participant's perspectives of this process (please refer to Chapter Four for these findings).

Participant perspectives. Research Questions Two and Three; related to the cultural perception and management techniques used for the organizational change process from the perspective of participants to answer *what* and *how* questions. First, descriptive analysis was used to identify various degrees of adoption and strategies used in the change process. A thematic analysis was conducted from direct participant responses taken from individual in-depth interviews using open-ended interview questions. The data from these interviews were then integrated with thematic affinities generated by the Interactive Qualitative Analysis (IQA) focus groups using two separate interview questionnaires to provide an authentic participant-based understanding of the study phenomena. These thematic findings were then linked to observations of participant behaviors, participant conversations and related phenomena. The data was content analyzed to identify the patterns of participant experiences as they related to the change process. The predominate patterns of participants' experiences were identified by themes/affinities which emerged from three IQA focus group sessions. In the final data analysis, the researcher compared the findings generated from thematic analysis, interactive qualitative analysis and observational analysis with those found in the literature. These findings are presented in Chapter Four, and the researcher's conclusions and recommendations are discussed in Chapter Five of this study.

VERIFICATION

According to Creswell (1994), qualitative researchers have no single method for addressing traditional topics such as validity, reliability or generaliziability of qualitative studies. These methods for determining the accuracy of data "have long been considered the scientific evidence of a scholarly study" (Ibid. p. 157). However, this study addressed the issues of internal and external validity which is "not to generalize findings, but to form a unique interpretation of events" (Ibid. p. 158-159). To address these issues, the inductive data analysis incorporates several strategies to ensure validity and trustworthiness of the data as recommended by Lincoln and Guba (1985) and include: *credibility, transferability, dependability, and confirmability*. The limitations of this study are discussed in subsection Methodological Limitations.

Credibility. To address the issue of internal and external validity, Lincoln and Guba (1985) suggest five major techniques: to address internal validity, the researcher used *prolonged engagement, persistent observation*, and *triangulation*; to address external validity, *peer debriefing* and *negative case analysis* was used. To ensure the validity of *prolonged engagement and persistent observation*, the researcher was in a position to build trust with the participants due to the five-month period she spent as an administrative intern at the case site. During this period, the researcher conducted multi data collection phases and participant observations. Triangulation of data was conducted through multiple sources such as interviews, focus groups, observations, document analysis, and *peer debriefing* with two peer professionals who had experience in qualitative research methods. These individuals corroborated the meanings of the findings and also provided their insights into possible research biases. Finally, through the process of member checking, the researcher engaged the focus group participants in an individual follow-up interview of the data generated by the focus group. In addition, the researcher continued on-going dialogue after interviews and observations had been conducted during the length of the study to validate the credibility of the researcher's interpretation of the participant's reality and meaning of the data. A second questionnaire was also used in the follow-up interview to identify "common themes" among all three focus groups and interviews conducted to ensure the accuracy of themes and relationships.

Transferability. As Lincoln & Guba (1985) suggest, it is not the intent of naturalistic research to specify the external validity of an inquiry by making generalizations but only to provide a thick description of the time and context of the data. This description will enable the reader to reach a conclusion about whether the findings can be generalized or transferred to other settings (Ibid.).

Dependability and **Confirmability.** To ensure dependability and confirmability of the study findings, triangulation was conducted in three modes: (a) *multiple sources* -- affinities generated by participants from interactive qualitative analysis focus group sessions were compared to responses from individual follow-up questionnaires; (b) *methods*- -imperfections in data were canceled out by using different modes of data collection which included interviews, questionnaires, and observations; and (c) *investigators* --individual data analysis conducted by participants, the researcher and professional peers.

These data findings can be traced back to journal entries. Logical interpretations of these notes are found in the category labels generated by focus group participants who are noted in the Appendices L, M and N - Interrelationship Digraphs. These data and interpretations are grounded in the research activities conducted at the case site.

In summary, the findings of this naturalistic study represents a "slice of life" (Lincoln & Guba, 1985, p. 214) of the participants, and is "presented in descriptive, narrative form rather than as a scientific report" (Creswell, 1994, p. 168). As Lincoln and Guba (1985) and Creswell (1994) further suggest, an attempt to provide a holistic and thick description of experiences from the perspective of the participants was made by the researcher.

METHODOLOGICAL LIMITATIONS

The general limitations of the study are presented in Chapter One, however specific methodological limitations, which relate to this study are noted below:

1. The undertaking of such an intense study within a single semester meant that corners had to be cut to meet deadlines and the researcher

acknowledges that both the process and the results are reflective of these limitations.

2. This study is limited to a thick description within a specific phase of the change process, from January, 1999 to May, 1999. Therefore, it is not the intent of the researcher to imply that these findings can be transferred to other community colleges involved in organizational transformation of a community college structure. This decision is left to the reader.

3. The Interactive Qualitative Analysis (IQA) was the primary research method used in this study. Participation in focus group analysis may have fostered an element of group think. However, participants were instructed to work independently at certain steps in the process in addition to reaching group consensus.

4. The researcher was the lone primary instrument and brought personal experiences, skills, and biases that have influenced the collection and analysis of data. It is possible that other researchers with a different lived reality will likely approach this study from a different perspective and therefore, provide different conclusions. These biases also reflect the lived realities of the participants in this study and the same limitations apply.

5. Due to the limited time constraints of this study, it was the intent of the researcher to select a representation of the leadership involved in the change process. Therefore, there were a greater number of administrator's (14) as

compared to the representation from faculty leaders (8) who participated in the study. The representation reflects only a small sample of the general staff population at the study site, however, the goals of this case was to select "information-rich cases" (Patton, 1990, p. 169).

CHAPTER SUMMARY

In summary, this chapter has provided the structure to conduct a qualitative research case study. The study, which began in January, 1999, and was completed in May, 1999, was conducted at Palomar College. The researcher brought certain assumptions and personal biases to the study; subsequently, every effort was made by the researcher to report an objective analysis of the data collected. Multiple data collection sources and analysis methods were used in this investigation. Individual interviews, focus group interviews, participant observations, and document analysis were used to collect, analyze, and validate the reliability of holistic experiences shared by the participants. The intent of this case study was to discover and describe techniques and strategies that administrators can implement to overcome resistance to organizational change. In addition, the outcomes of this case study may be useful to leadership development among community college administrators.

Three primary research questions directed this investigation and the findings to address these questions are presented in Chapter Four. *Participant*

Findings. A discussion of the conclusions and recommendations are presented in Chapter Five of this study.

CHAPTER FOUR

PARTICIPANT FINDINGS: FACTORS THAT FACILITATE AND IMPEDE THE CHANGE PROCESS

Introduction

This chapter provides findings from the analysis conducted through various data sources as outlined in Chapter Three. It is the intent of the author to answer three research questions that relate to the current change process at Palomar College. This chapter is divided by three themes that describe the organizational change process. The data emerged as perceived by focus group members who participated in an interactive qualitative analysis process, individual interviews, and a document review analysis.

The first theme, the *Impetus for the Change Process*, describes various reasons attributed to external requirements from the California legislature that instigated the transition at Palomar College from an instruction-centered to a learning-centered institution. The second theme, the *Cultural Perception of the Change Process*, presents the levels of adoption of or resistance to the change process as perceived by study group participants. The third theme emphasizes the *Management Strategies Used to Implement Change* that contribute to the current environment. However, prior to presenting these findings, an institutional profile of Palomar College will be presented to better understand the context of this question.

Institutional Profile

Palomar College is a two-year community college founded in 1946 that has grown in enrollment to over 27,000 students. The college provides educational services to a geographical district of over 2,500 square miles and offers courses at nine locations including the San Marcos Campus and Education Centers at Camp Pendleton, Fallbrook, Pauma, Borrego Springs, Escondido, Ramona, Poway, and Mt. Carmel (Penasquitos). Palomar College offers over 130 different degree and certificate opportunities as well as community education courses, community services seminars, and customized on-site training for North San Diego County businesses. This past fall semester, 1998, over 27,000 students enrolled in classes at locations throughout the district. Spring, 1999, full-time equivalent student (FTES) enrollments totaled 16,532, slightly higher than last spring's total on the same day (1998-1999 Year In Review).

George R. Boggs, Ph.D., Superintendent/President reported that the "1998-1999 academic year has been especially productive and eventful." Organizational changes are being made to transition the institution into the new millennium to focus on student learning (1998-1999 Year In Review).

Many of these changes were instigated due to the educational reform requirements required by the California Legislature. Since educational costs have risen and student outcomes have lessened, the State has initiated legislative requirements that emphasize accountability for the community college system in exchange for financial support.

THE IMPETUS FOR CHANGE

This subsection presents findings to address Research Question One by conducting a document review analysis covering the reasons for activities involved in initiating an organizational change process at Palomar College in San Marcos, California.

Research Question 1: What factors caused the leaders of Palomar College to begin the transformation from an instruction to a learning-centered college?

The process used in approaching this question was to construct a chronological review of events that instigated the implementation of organizational change from a review and analysis of various documents. The analysis revealed two major variables associated with initiating the organizational change process: (1) external requirements that led to (2) internal changes. Beginning in 1967, the California Legislature began to reform the governance structure of the community college system, which impacted how local community colleges operate.

External Requirements: Governance Structure Reform

1967: Governance Structure - The California Legislature created a separate board for junior colleges, the Board of Governors to separate the community college system from the K-12 public school system. The statutes primarily created a new state agency with the same powers and duties that had been held by the State Board of Education and the Department of Education. The

Legislature created a Board with very limited powers to focus on leadership and direction rather than authority to govern colleges (Document Review: Nussbaum, 1998).

1978: Proposition 13 - The passage of Proposition 13 shifted control of financing from local districts to the State. Districts could no longer levy taxes to create revenue to operate district functions. Instead, the State became responsible to determine the levels of funding for colleges. The community colleges continued to be linked with the K-12 school system. The perception was that the system was not an equal partner in the State's higher education system. With the passage of Proposition 13, the Legislature increased its intervention and micro-management of community colleges by creating a State-determined finance system that is locally governed (Document Review: Nussbaum, 1998).

1980: Free Flow - The State passed laws requiring "free flow," which allowed students to attend the college of their choice rather than colleges within their own districts. This eliminated the need for local district boundaries and local boards. Eighty percent of these community college students were working full or part time; and many came, and continue to come, from a low-income environment (Document Review: Nussbaum, 1998). The California community college system is an egalitarian system that has an open door policy that provides educational and support services despite the academic level of its students. Remedial (pre-collegiate development) education is provided to all students who are in need of this support service.

1978 – 1986: Budget Cuts and Tuition - Over $30 million was cut from the community college budget, and colleges were required to charge tuition for the first time (Document Review: Nussbaum, 1998).

1988: Reform Bill: Assembly Bill 1725 - AB 1725 was the most comprehensive policy and regulatory legislation that was adopted for the California Community Colleges. It is considered landmark legislation that provided new direction and support for California's community colleges (Document Review: AB 1725, 1989). AB 1725 involved a clarification of their mission, a new finance approach, more "shared governance" for faculty, and more specification of employment policies and affirmative action. In general, the purpose of this act was to improve academic quality and to accomplish two legislative goals: (1) "to authorize more responsibility to faculty members in duties that are incidental to their primary professional duties," (Document Review: The Law - AB 1725 and Title 5, 1999), and (2) to develop a plan for encouraging greater student participation in local governance" (Document Review: AB 1725, 1989). It is important to note that many of the provisions were not to come into effect unless the Legislature appropriated additional funds for the two-year colleges (Document Review: Educational Background, 1999).

1990: The Model Accountability System was adopted by the Board of Governors on July 13, 1990, and transmitted by AB 1725. In a letter dated August 16, 1990, the AB 1725 Accountability Task Force defined the term accountability as "the use of information to measure progress in the attainment of goals." In AB 1725: A Comprehensive Analysis (Document Review), educational reform goals are delineated in five areas: student access, student success, student satisfaction, staff composition, and fiscal condition. They include the following:

- Governance: gave academic senate and student government more power in decision-making process;
- Finance: program-based funding;
- New Programs and Services: staff development;
- Affirmative Action: compliance and accountability;
- Employment Policies: local hiring criteria, tenure reforms;
- Accountability: define and measure, quantitatively; and qualitatively, accountability information, including:
    a. student access to community colleges,
    b. student transfer programs and rates,
    c. academic standards and student achievement,
    e. student goal satisfaction and success in courses and programs,
    f. completion rates of courses and programs,
    g. adequacy of and student satisfaction with student services, and
    h. fiscal conditions of community college districts.

1991: Senate Bill 121 put into the Education Code a great deal of specification regarding admissions priorities and treatment of California community college students who transfer to 4 year public universities. A comprehensive "transfer curriculum," to be accepted throughout public higher education, was required; and direction was given to the governing boards of all three public segments concerning the high priority for the transfer process (Document Review: Educational Background, 1999).

Over 1,200 specific requirements have been imposed by the legislature with which local governing boards must comply. Chancellor Nussbaum reports that the community college system is weak because it does not have the power to make policy changes; only the Legislature has the power to do so. For example, as cited in the Education Code, the governance provisions recognize the role of the Board of Governors to "evaluate and issue annual reports on the fiscal and educational effectiveness of districts…and provide assistance when districts encounter severe management difficulties." Nussbaum adds,

> *As a result, the ability of the Board [of Governors] to intervene is much more prescribed than what one might think from reading the basic governance provisions. In my view, there have been times when matters have gone from bad to worse in certain districts, and still the system is without the power to intervene. At times, the matter is simply too far-gone by the time my office and the Board are legally authorized to come in and play a role* (Document Review: Nussbaum, 1998).

The Chancellor reports that the governance structure for community colleges was organized by a coalition of organizations and interest groups that had influence before the Legislature and the Board of Governors. In many instances, this new structure created an environment of disharmony--a free for all--as each of the 71 districts is free to represent its individual interests in the Legislature. Unfortunately, over time, a number of districts have continued to pursue their own interests directly with the Legislature. Thus, under the current governance structure, it is still possible for all 71 districts to be separately representing their interests in the Legislature (Document Review: Nussbaum, 1998) and, thereby, creating a climate of mistrust which often transfers to the local community college governance structure.

Shared Governance: AB 1725 ushered in a new era of "shared governance" for community colleges. Educational leaders would concur that one of the most positive features of the current shared governance process is the quality of educational decision-making. For example, the shared governance process can provide a greater understanding and acceptance of decisions; a greater identification with decisions that results in a more intense commitment to their implementation; a greater understanding of objectives and commitment to achieving them; personal growth for employees by meeting their needs of self-identity, autonomy, achievement, and psychological growth; the promotion of cooperation among staff and faculty; a mutual understanding, team identity, and coordination; the opportunity for conflict resolution through a collaborative decision-making process; and opportunity for leadership training for faculty and staff. (Document Review: Implementing the Shared Governance Provisions of AB 1725).

Nevertheless, there are negative features about the shared governance process that create problems for community colleges. For example, the time it takes to participate in the decision-making process; the potential exclusion of middle managers from the decision-making process; decisions made through the specified committees can result in managers not being informed about matters they will be called upon to implement; decision-making by individuals with limited expertise; the financial and educational costs of shared governance; the possible destruction of accountability due to diffused responsibility; unrealistic and unmet expectations among participants if the Board and President find it necessary to reach a decision contrary to that arrived at through a group process (Document Review: Implementing the Shared Governance Provisions of AB 1725). Unfortunately, there are no easy steps to follow when implementing the shared governance process.

In the document review of the March/April, 1998 edition of CCA Advocate, Professor of History, Patricia Siever, faculty representative on the Board of Governors from Los Angeles Pierce College, discussed the intent of shared governance in AB 1725,

> *We went in with the idea that we [faculty] would have to be in control of our own future. Trustees were the only administration included in AB 1725. The deans, the vice presidents, even the college presidents, are having real problems. We have a backlash in the 1990s of administrators*

> *trying to regain control. What is happening is that the administration is trying to divide and conquer the faculty? So we end up fighting among ourselves.*

Siever recommends that faculty collaborate and communicate exactly what they need to the administration. She adds, "Nowhere does the term 'shared governance' appear in AB 1725. What does appear is the term "shared responsibility." The "term 'shared governance' is being used for every decision that is made: You mean that if I want new windows or carpet in my faculty office, we have to have a committee of everybody on campus to decide that issue?" (Document Review: CCA Advocate, 1998). As presented, many educational leaders are beginning to speak out against the current community college governance structure that was enacted by AB 1725. In a recent Los Angeles Times editorial, the "troubled community college system" was characterized as a "dysfunctional" system that "must be freed from a shared governance structured if 'gridlock of policy development' is to be changed." Likewise, "They must also be freed from faculty interests that increasingly dominate local governing boards" (Document Review: Nussbaum, 1998).

Summary

A chronological summary of community college reform has been presented to clarify some of the external intervening variables that stimulated the change process at Palomar College. The passage of Proposition 13 in 1978 transitioned the California community college system from a predominately locally funded institution to becoming the largest state-funded system of post secondary education in the nation. Many legislators became alarmed at the growth and increasing costs associated with State funding for community colleges. To address these concerns, the legislature placed a cap on open enrollment growth and imposed tuition for the first time on community college students. As a result, of these changes, community college leaders decided to request a formal legislative review to determine how community colleges could resolve the revenue problem. As a result, AB 1725, known as the Community College Reform Bill, was passed and signed into law. The major issue associated with AB 1725 was much more than changes to the formal governance structure. It became a system that governs the educational and fiscal accountability of community colleges at both the state and local levels.

With the passage of AB 1725, that stipulates over 1,200 statutes with which community colleges must comply, it became evident that the State was involved in the intervention and micro-management of local community colleges. As a result of these changes, community colleges became more accountable to the legislature for transfer rates, academic standards, completion rates, and overall student achievement in exchange for financial support.

AB 1725 implemented the shared governance process, which is negatively perceived by many educational leaders. Their concerns include: 1) the structure tends to create a hostile environment; in faculty unions, classified unions, academic senates, student organizations, and management groups tend to pursue their own organizational agendas; 2) the structure tends to promote turf wars between these organizations; 3) the structure tends not to facilitate trust; and ultimately, 4) the structure tends to make the colleges less responsive to change (Document Review: Nussbaum, 1998).

These external state requirements established the need for community colleges to revise the missions of their institutions if they were to effectively comply with the new legislative stipulations. George R. Boggs became the new superintendent/president at Palomar College in 1985 and in the 1990-91 academic year, he chaired the task force to create a mission statement to comply with these new legislated requirements. The new vision and mission statements became the foundation for the learning paradigm. This created the impetus for organizational change.

Internal Changes: Revising the Mission Statement

The idea to shift to a learning paradigm evolved from the 1991 visioning process. In order to comply with evolving State requirements for community colleges, a vision task force including representatives from the Governing Board, administration, faculty, classified staff, the community, and a student was created. According to Boggs, "the proposed vision and mission statements were widely distributed, reviewed, and approved by each constituency within our shared governance process and was officially adopted on February 12, 1991" (Document

Review: The State of the College Report, 1999). For the past eight years, the following statements have guided the activities of the College:

> The mission of Palomar College is to provide the best lower-division collegiate education and the best academic preparation for the world of work available anywhere. We exist as an institution to enable our students to realize and achieve their goals both as individuals and as members of their communities and to become responsible citizens of an increasingly interdependent world.
>
> We seek to achieve this purpose through five interrelated themes that define our commitment to excellence in education:

Empowerment: We seek to empower students to formulate and realize educational goals that will promote their personal growth and facilitate their full participation in a rapidly changing world.

Learning: We invite and assist students to master a core of knowledge and skills that they need in order to pursue more advanced learning at other educational institutions, in the world of work, or for personal growth and responsible citizenship.

Evaluation: We evaluate the relevant skills and knowledge of all of our students so as to guide them toward meaningful and productive educational experiences, patterned to develop their abilities as effectively as their preparation allows. We evaluate our own performance in terms of our contribution to student learning and success.

Discovery: We constantly seek to discover better ways to empower our students to learn and to grow. We are a learning institution in both our object and our method; we will assist our students to discover what they need and want to know, and we will be a force for innovation so that we may discover how to empower them to learn more effectively and efficiently.

Growth: We intend to grow each year in our ability to accomplish our mission. We will never confuse growth in revenue or enrollment with growth in quality. We exist as an institution to provide the highest quality of education to each student who comes to us. We will use our talents and resources effectively to serve our students (1999 The State of the College Report).

President Boggs reported that Palomar College has instituted a mission of change that is focused on student learning. The college is trying to create a climate in which it seeks to shift its focus from a traditional instructional base to that of a learning environment where all students have the opportunity to succeed according to flexible outcomes and individual needs.

To further support the need for shifting the focus of the community college, two Palomar College employees, Barr and Tagg wrote the 1995 article, From Teaching to Learning - A New Paradigm for Undergraduate Education. They reported that higher education in America needed to make a paradigm shift if institutions were to succeed in transitioning from providing instruction to producing learning. The foundation of the learning paradigm requires drastic change in the way community colleges are organized for the learning experience. Barr and Tagg (1995) explain:

> *In the Learning Paradigm, colleges take responsibility for learning at two distinct levels. At the organizational level, a college takes responsibility for the aggregate of student learning and success… the college also takes responsibility at the individual level, that is, for each individual student's learning. Thus, the institution takes responsibility for both its institutional outcomes and individual outcomes.*

Under the learning paradigm, Boggs suggests that the focus of student learning is a shared responsibility by everyone employed within the institution -- teachers, librarians, counselors, secretaries, custodians, food service workers, president, trustees (Document Review: Boggs, 1999). Therefore, all employees become responsible and accountable for ensuring that the institutional mission is achieved.

Due to the *free flow* policy, students enter the community college system at various academic levels, and the traditional system is unable to accommodate such differences. This is caused by a lack of admission entry requirements and a lack of academic minimum standard. The business community questions the skill level of students who enter the business sector. Specifically, businesses within the technology sector argue that they are often forced to retrain or untrain college graduates before they attempt to provide them with the knowledge and skills to function in the work environment. Due to the ever-changing work place, students must learn how to become life-long learners if they are to keep up with the rapid changes found in the private sector.

The leaders of Palomar College are committed to creating an environment where the needs of the students are addressed and the goals of the surrounding community can be accomplished. Barr and Tagg (1995) illustrate the framework for the transition from a teaching paradigm to a learning paradigm:

Figure 2: **Mission and Purpose of the Learning Paradigm**

Teaching Paradigm	**Learning Paradigm**
Provide/deliver instruction	Produce learning
Transfer knowledge from faculty to students	Elicit student discovery and construction of knowledge
Offer courses and programs	Create powerful learning environments
Improve the quality of instruction	Improve the quality of learning
Achieve access for diverse students	Achieve success for diverse students

Criteria for Success

Teaching Paradigm	**Learning Paradigm**
Inputs, resources	Quality of exiting students
Curriculum development, expansion	Learning technologies development, expansion
Quantity and quality of resources	Quantity and quality of outcomes
Enrollment, revenue growth	Aggregate learning growth, efficiency
Quality of faculty, instruction	Quality of students, learning

Teaching/Learning Structures

Teaching Paradigm	Learning Paradigm
Atomistic: parts prior to the whole	Holistic: whole prior to parts
Time held constant, learning varies	Learning held constant, time varies
50-minute lecture, 3-unit course	Learning environments
Classes start/end at same time	Environment ready when student is
One teacher, one classroom	Whatever learning experience works
Independent disciplines, departments	Cross discipline/depart collaboration
Covering material	Specified learning results
End-of-course assessment	Pre/during/post assessments
Grading within classes by instructors	External evaluations of learning
Private assessment	Public assessment
Degree equals accumulated credit hours	Degree equals demonstrated knowledge and skills

Learning Theory

Teaching Paradigm	Learning Paradigm
Knowledge exists "out there"	Knowledge exists in each person and is shaped by individual experience
Knowledge comes in "chunks" and "bits" delivered by instructors	Knowledge is constructed, created, and "gotten"
Learning is cumulative	Learning is a nesting and interacting of frameworks
Fits the storehouse of knowledge metaphor	Fits learning how to ride a bicycle metaphor
Learning is teacher centered and controlled	Learning is student centered and controlled
"Live" teacher, "live" students required	"Active" learner required, but not "live" teacher
The classroom and learning are competitive and individualistic	Learning environments and learning are cooperative, collaborative, and supportive
Talent and ability are rare	Talent and ability are abundant

Productivity/Funding

Teaching Paradigm	Learning Paradigm
Definition of productivity: cost per hours of instruction per student	Definition of productivity: cost per unit of learning per student
Funding for hours of instruction	Funding for learning outcomes

The characteristics of the learning paradigm described above illustrate the kind of values that reflect a climate of learning. According to Barr and Tagg (1995) one of the primary steps to transform a vision into actual change is to create a shared vision that is faculty driven. The second is to create a strategic plan with realistic time frames linked to appropriate resources.

Summary

In conclusion, according to the document review analysis conducted, due to the educational reform movement, it is evident that California community colleges have become more dependent on funding from the State. The State of California, like many other states, has become more demanding of community colleges. This is reflected in performance indicators, performance funding, performance contracting, and performance pay as noted by Kay McClenney (Document Review: Boggs, 1999).

As a result of AB 1725, the governance structure of the community college system has changed to give more power to the academic senate and to students. Local employment policies have changed to place more emphasis on hiring criteria and tenure reforms. Overall, community colleges have become more accountable to the State in exchange for funding. To more efficiently achieve these reform requirements, the leadership of Palomar College changed the mission of the institution to direct faculty and staff on how to become accountable in accomplishing these new requirements.

The new mission statement laid the foundation for the learning paradigm and encourages the faculty and staff to create a learning environment that strives to focus on quality student learning. The leaders of Palomar College recognized the need to change the organizational structure of the institution to become one that is learning-centered. The participants of this study reported mixed sentiments as to how they perceive the effectiveness of the change process within the last few years. The study strives to present the actual experiences of the impact made on faculty and staff and the adoption level of this process as perceived by study group participants. In the next subsection of this chapter, the participants report factors that have either facilitated or impeded the change process to become a learning-centered institution by shifting the focus to student learning outcomes based on the learning paradigm.

CULTURAL PERCEPTIONS OF THE CHANGE PROCESS

The second theme, the cultural perception of the change process, is presented to determine the levels of adoption or resistance to the current perceived organizational change process, and to answer research question two:

Research Question 2: To what extent, from the perspectives of administrators and faculty members, has the adoption been successful?

This question was addressed through analysis of major thematic affinities identified by administrators and faculty members who participated in a focus group--an interactive qualitative analysis session--during the spring, 1999 semester.

As presented in Chapter Three, the researcher conducted three separate focus group sessions with six Level One Administrators (LOA), eight Level Two Administrators (LTA), and eight faculty members. In these focus group sessions, the participants interacted in a structured exercise to generate, organize and analyze data related to their experiences of the current organizational change process. In the initial phase of the process, focus group participants in each of the three focus groups were asked to respond to the following question:

> ***Based on your experience at Palomar College, identify the positive and negative issues and strategies (management techniques) associated with the transition process to become a more learning-centered institution within the past seven years.***

The responses (affinities) to this question that emerged are displayed at the beginning of each focus group subsection within the Interrelationship Digraph. These affinities represent thematic variables to describe the participant's *lived reality* as issues that either facilitated or impeded the transition process to become a learning-centered institution. The researcher discovered many mixed messages and ambiguities among the groups; but it was also clear that the participants constructed their unique social reality of the change process based on their personal experiences. Nonetheless, the theoretical foundation of this study is established in the literature to help clarify the integrity of this dissertation.

In the following subsections, 21 affinities/themes, a description of each affinity, and the participants' perceptions about each affinity are presented and associated with findings from other data sources. As each affinity is described by each of the three focus groups, the researcher will assist the reader to determine the (1) nature of the affinity, (2) the source of the affinity, and (3) the impact the affinity has on the behavior and actions of staff who are involved in the change process.

Level One Administrator's (LOA) Focus Group

The seven major affinities/themes, which emerged from the LOA Focus Group, are displayed below within the Interrelationship Digraph. The numbers correspond to the affinities in priority order as determined by focus group participants. Each pair of themes was analyzed to determine the relationship between the two. The arrow points in the direction that shows the greatest influence of the pair. For instance, in the first column, number **1. Student Focus** influences number **2. Learning Paradigm Conference**. According to focus group participants, this means that, due to the student focus on the campus, the Learning Paradigm Conference is held to generate and gather new ideas to address the needs of students in the 21st century, and to focus on the strategies for change.

Figure 3: **Interrelationship Digraph Matrix**
Interactive Qualitative Analysis

LOA Focus Group

	1.	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**Out**	**In**
1.		▲	▲	▲			◄	**3**	**1**
2.	◄		◄	◄			◄	**0**	**4**
3.	◄	▲		▲			◄	**2**	**2**
4.	◄	◄	◄					**0**	**3**
5.							▲	**1**	**0**
6.							◄	**0**	**1**
7.	▲	▲	▲	▲	◄	▲		**5**	**1**

Note: Numbers across top of columns correspond to numbers and categories identified in the first column. Arrows identify relationships between concepts in columns and rows -- arrows point up (▲) indicate concept in row drives concept in column above; arrows pointing to left (◄) indicate concept in column drives concept in row to the left of the arrow.

1. Student Focus
2. Learning Paradigm Conference
3. Innovation
4. Human Resource Development
5. Governance Structure
6. Planning Implementation
7. Executive Leadership

Affinity 1. Student Focus

The ways to demonstrate that the college is focused on approaches to facilitate student success.

The participants described student focus as a strategy to facilitate the transition to becoming a learning-centered college and identified seven items that describe how the college has recently strengthened its focus on students.

- Palomar Mentors
- Learning Communities
- PeopleSoft [computer software]
- Development of web site pages; registration
- Development and academic computing unit
- Opportunity to develop and obtain innovative grants with faculty to fund learning-centered projects free of usual restraints
- Fast-track non-traditional scheduling
- Assessment of Learning Process (ALP)

The participants agreed that, for an institution to be student focused, the "system [must be] designed to be more supportive of a learning process where students learn more and learn it deeper, and their skills are transferable." One participant added,

> *It would be like shopping at Nordstroms; you feel like you were really special. It's where the student is the boss. We are about students, and we know we wouldn't be here without them.*

The college embraced the shift to becoming student focused "because people here have a high regard for students, and our attitude is to put students first." It was also noted that some of "the people at Palomar are aware of the evolution and concept" of becoming a learning-centered college and have a desire to change the structure and climate to become "more student friendly." A few examples follow: the Palomar Mentors is a new program that links a student with a faculty mentor until the student graduates or transfers. This supportive program has contributed to the retention rate of the college. The Palomar College web page, provides students with easy access to grades, assessment eligibility information, and course schedules. There is also an online video counseling service provided to students at the surrounding education centers. In addition, the Counseling Department has implemented a new computerized, integrated appointment system. Obviously, the impact for students has been positive since many of the students will be "better prepared for the world of work." As students become more successful, and outcomes and resulting funding improve, staff and some faculty become motivated to support the learning paradigm concept.

As an intern for five months, it was evident to the researcher that staff and faculty are committed to students. I made several classroom observations where the faculty demonstrated the importance of engaging students in class discussions. One instructor used an innovative approach to asses the student's quality of learning in the previous semester. For example, one student was asked to *perform* what he had mastered during the spring semester. He demonstrated his proficiency by playing his drums thus indicating that he had integrated math concepts for configuring musical notes. He used stories from philosophy and literature to describe what inspired him as he played his drums. He described these concepts to us prior to playing each musical piece. He then opened up the floor for questions and discussion. Each student took turns performing what s/he had learned. This particular course was held in a very large classroom where students were free to move around and explore new methods for demonstrating skills and concepts they had mastered.

In addition to these classroom observations, the researcher also observed many of the administrative committee meetings. It was evident that the students' needs were being considered in most discussions. The researcher also had the opportunity to attend several faculty reunion gatherings where faculty discussed changes within the past 30 years at the college. As they described these transitions, it was clear that they were committed to students' achievement and success. Each faculty member made comments about specific students who had achieved a measure of success and the "pride" they felt for them. The administrators are also committed to students; and their positive regard about students was evident when conducting their business and when fulfilling their responsibilities on campus.

Affinity 2. Learning Paradigm Conference

The degree of congruity perceived by administrators to build competence as changes are made to become a learning-centered institution.

Perhaps the greatest motivation for becoming more student focused is due to the restructuring strategies learned at the annual Learning Paradigm Conference. The college sponsored Conference is an event where new insights can be leaned for enhancing the skill level of personnel who are involved in the change process. Participants identified six items that describe how the Learning Paradigm Conference has influenced the change process.

- Assign one administrator to organize conference and Virtual Technology Conference
- Allowing funding of the Conference through the Foundation (separate funds)

- Scholarships for faculty and staff to attend Conference
- Faculty development on learning paradigm techniques
- Post conference feedback sessions with conference participants
- Support for conference

The participants perceive the Learning Paradigm Conference as a place where attendees can learn new strategies related to the change process and where they can "collect and exchange information with others who are transitioning their institutions." They believe that by attending this Conference, they are able to "become informed of what others are doing and to re-focus [their] efforts to become more effective." They also viewed this conference as a good opportunity to enhance the "visibility and reputation of the college." In doing so, it "gives Palomar the edge in receiving grants" due to the "positive image" of the college.

Perhaps one of the greatest benefits of the Learning Paradigm Conference is the fact that it raises revenue for the college to use in providing scholarships to faculty and staff to attend the conference and for implementing innovative strategies to better serve students. In addition, it "gives staff the opportunity to learn things that facilitate [and encourage their] participation in the change process." As one participant said, "It's an activity that demonstrates walking the talk." Another indicator of "walking the talk," is the fact that one administrator is assigned to organize and implement the annual conference.

The Learning Paradigm Conference "exposes staff to various perspectives about the concept and strategies [required] for change, [and for many] it has validated the work that staff is already doing." Therefore, by attending the conference and "gathering information about what works and doesn't work at other institutions," a few staff havereturned to Palomar and have implemented new ideas. For instance, one participant said he "had [a] new idea about how to improve student learning, such as putting a new counseling program online." Through a computer video camera, students are able to receive counseling services at the surrounding education centers online.

Clearly, the Learning Paradigm Conference is the one major activity that "exposes staff to various perspectives on the concept and strategies of change." However, it is important to note that many faculty have chosen not to attend the conference and have opposed supporting it.

It was evident to the researcher that there are mixed sentiments associated with the importance of how this Conference stimulates the change process at the college. For those who do attend, it seems to provide a base for innovation and persistence in their reform efforts. However, it has created a barrier between the faculty and administration due to what many perceive, as a "weak" follow-up debriefing and implementation after the conference. They indicated that if a post-forum session was held to discuss the content of the conference, more faculty and staff might better understand the intent of the learning paradigm concept and might be more responsive to initiating change.

Affinity 3. Innovation

The level of creative accomplishments among administrators and faculty.

According to the participants, several innovations have been implemented at the college, which have been perceived as "tools towards changing the institution to [focus more] on the learning-centered college concept and to better serve students." Focus group participants identified seven items to describe some innovations that relate to the change process.

- Maverick projects
- Setting up an innovative fund
- Shared resources/facilities, multidivisional labs
- Development of the foundation fund
- Hire grant writer; support for innovation
- Innovation Fund (EMPC)
- Collaborative efforts (team work)

Participants agreed that many of the recent innovations have been motivated by staff who "wanted students to benefit at all levels because they are important" and because "we need to become smarter and more user friendly to our students." For instance, the goals of the Assessment of Learning Project (ALP) is to "assess what students are learning because this process will [ultimately] benefit all students." In fact, the participants also agreed that "ALP should be institutionalized and *everyone* should be involved, not just a handful of faculty." The goal of ALP is to develop a list of core skills and ways to measure student mastery of these skills that can be integrated across disciplines. Such core skills include proficiency in communication, cognition, information competency, social interaction, aesthetic responsiveness, and personal development and responsibility. This specific innovation has inspired *some* staff to at least begin to scrutinize organizational change differently.

Others have become more open to "transition our institution to help students succeed [because] it will save us time in the long-run and reduce the possibility of error." For example, PeopleSoft computer software has been implemented to provide students, faculty, and staff with access to a high level of information and services. Participants agreed that, "by installing phone registration, we are making it more convenient for students "to access the courses they need without having to make a physical trip to the campus." This new process will also bring down the number of errors that were made when registration, reports, and evaluations are performed manually. In addition, a grant writer has been hired to research funding for innovative projects. The Palomar College Foundation continues to receive substantial donations which can be used for innovation. The Web Board, a web-based discussion forum, has been integrated into many classes this year. In addition, there is also a $12 million infrastructure replacement/upgrade underway to make the physical campus more conducive to serving students.

It was evident that there are visible innovative projects at the college. These innovations are being implemented to become more aligned to the learning-centered concept where the focus is to serve students more efficiently and in a more user friendly manner.

Affinity 4. Human Resource Development

The degree of commitment for building competence among staff and faculty to implement the change process.

The participants concluded that executive administration has made a commitment to ensure that staff and faculty have an opportunity to develop their skills as gradual changes are made at the college. They identified four items that have facilitated the current change process.

- Freedom to attend conferences; and funds for administrator's professional development
- Faculty-development workshops
- Sharing of literature; learning paradigm awareness
- Professional development investment

The focus of human resource development at the college has to do "with change which is linked at all levels for students, administrators, classified staff, and faculty." The idea is that the staff will be positioned to "become more efficient, make fewer mistakes, and become more pleasant to students." The human resource department wants to "build capacity and create a stronger work force on the campus." For instance, author/lecturer Parker Palmer was invited to the campus to conduct a two-day seminar on new teaching methodologies for faculty to incorporate when interacting with students in and outside of the classroom. Also, during this past semester, a one-day seminar was held for classified staff to develop specific professional and personal skills, and a one-day retreat was held for administrators that emphasized the development of management skills.

The investments that have been made in human resource development were instigated because the administration realized that, if the college was to "be ahead of change," they needed to have the capability "to change the way they did things." The California Community College Chancellor's Office has provided funds to community colleges to assist with this endeavor. In addition, scholarships are provided to anyone on campus who wants to attend the Palomar-sponsored annual Learning Paradigm Conference.

The impact of the investment to "build a stronger human infrastructure" has motivated staff and faculty to "become better at working in teams." An added benefit has been that staff is better prepared to work more efficiently and to be "less frustrated." It has also inspired staff to "stay current with change" such as learning how to use the new PeopleSoft technology and to be able to deal with new challenges as they become more involved in the gradual organizational change process.

The administration at the college is very much aware of the need to build competence among the staff and faculty if they are to move toward becoming a learning institution. To this end, administration have invested resources to provide the professional and personal development of personnel. In order to achieve this, a new vice president of Human Resources and Affirmative Action was hired in November, 1999, who has been welcomed by both faculty and staff as an advocate for moving toward the development of a learning-centered institution.

Affinity 5. Governance Structure

The shared governance process brings a level of fear, tension, and stress associated with the change process.

Focus group participants agreed that the governance structure plays a major role in effectively influencing an organizational transformation process. The structure can be used to either facilitate or impede the change process. The group identified seven items related primarily to the difficulty in implementing change within the current governance structure.

- Too many committees and too much sent to committees
- Everyone overworked; no time to devote to process
- Length of time [required] to make decisions
- Purchasing and paper work [are] medieval procedures; time consuming and ridiculous
- Lack of agreement on basics; ambiguity
- No intentional effort to hire only faculty committed to learning paradigm
- Opportunity to learn to handle ambiguity

The shared governance structure was imposed by Assembly Bill 1725 in 1988 by the California Legislature. The legislation required that "institutional stakeholders must be given the opportunity to provide input for decision-making." This strategy gave individuals the option to serve on committees where they could express their views. Unfortunately, some shared governance is viewed by some participants as "creating barriers for change" where the "rules are constantly changing" and where there is a "lack of agreement on the basics" of the decision-making process. Study participants concurred that the new structure took authority for decision-making away from administrators and moved it to a "shared governance committee." However, the responsibility for the consequences continues to reside with the administrators.

> *It impedes [the change process] because it creates a climate of caution [and] it takes too long to make decisions and many decisions are made in secret.*

The shared governance structure also gave the Faculty Senate a stronger power base when making institutional decisions within the community college system. Some participants said that the faculty has too much power -- "we do anything the faculty wants; just ask them what they want, and we will do it." The idea of shared governance is to allow "everyone to have input toward the institutional direction" of the college; however, some believe it's used only when it's convenient.

> *Shared governance is used; but when it's not, the process is by-passed to get what is wanted dependent on the issue. It happens all the time; there is still top down management control on this campus.*

According to the participants, many of the administrators perceived the shared governance process as "incredibly frustrating" and one that promotes a "hiearchal structure" but also provides an opportunity for those persons who do not have a leadership role to become involved in providing input toward decision-making. Focus group participants viewed this process as benefiting the faculty more than others and tending to create the "us and them [mentality], which equates [not being able] to define steps for reaching clear goals." Nonetheless, as one participant expressed it, "we are trying to become more collegial."

The shared governance process has created a stressful climate for decision-making, and many feel that this structure has created barriers to the change process. For example, decisions are not made until consensus is reached in each of the corresponding committees where the discussion is heard. In some instances, the outcome may vary dependent upon the make-up of the committee and the select representative from the different constituent groups. This process could possibly take months before a final decision is made. Nonetheless, it is clear that this structure was required by the legislature and must, therefore, be followed. On the other hand, some individuals believed that they have acquired the opportunity to serve on committees and have learned how to better handle ambiguity when faced with difficult situations related to decision-making.

Affinity 6. Planning

The degree of complexity related to planning the change process.

The focus of planning, or lack thereof, became evident to the researcher early in the study. Focus group participants identified six items related to planning as barriers to the change process.

- Incomplete planning process
- Budget decisions are not yet made using plans and are not inclusive of retention or student needs
- Do not follow through and connect pieces (of department plans)

- Less than optimum focus on students and outcome jointly by student services and instruction
- College goals are not yet developed based on planning
- College budget **not** driven by careful planning based on research

There was consensus among group participants that there was "no follow through [for] connecting department plans" into a comprehensive systematic strategic planning process that is linked to program review and resource allocation.

> *We have excellent ideas but we don't connect these ideas. People have the best plans in the world, but the budget is not driven by careful planning based on research. There is nothing that pulls the plans together to create one institutional plan.*

According to group participants, the planning process must improve due to the recommendations of the Accrediting Commission for Community and Junior Colleges. The Commission required that colleges must link strategic planning to budget allocation if the institution is to continue to receive accreditation. However, the fact that there is still no visible strategic plan has discouraged some participants who report that recent resources have been "allocated to new projects that have not been well-thought out and planned." Nonetheless, some of the employees have "changed their approach in how [they] purchase items;" they now "focus more on need rather than wants."

Currently, the vice president of instruction, and the director of institutional research and planning are in the process of defining institutional goals to create a long-term strategic plan. The vice president of finance and administration is also in the process of making an assessment of funding allocations for the past year to determine where the funds have been expended within the past few years. In addition, one of the District's goals for the next fiscal year, will be to link goals to resource allocations, so there is evidence that the administration is moving in the direction of implementing a comprehensive strategic plan to link its goals to resource allocations.

Affinity 7. Executive Leadership

The level of effectiveness by the President and the vice presidents.

Focus group participants identified a thematic cluster that included components related to their perception of the executive leadership configuration and style that is currently used to influence the perceived change process. The participants identified five affinity items related to executive leadership:

- Creation of Vision Statement
- Selective, limited information sharing
- Not walking the talk; not focusing on student needs to make decisions
- Not strategizing at the administrative level on making institutional changes
- Lack of executive administrative leadership in transition (i.e., CEO & VPs)

Executive leadership is in a state of transition and is therefore perceived to be non-assertive by some of the focus group participants. It is important to note that, just prior to our first meeting, these participants were notified of a decision that had been made without their knowledge and that could have influenced some of their responses during this particular session.

Three of the four vice presidents have been with the college for two years or less. The President's Cabinet is a forum where issues are discussed and where some decisions are made. However the participants perceived that most decisions are primarily made by the president and the vice presidents.

> *Decision-making is made in private, it's not a consultation process and its not shared governance.*

This perception of leadership strategy led participants to question their roles and responsibilities for implementing change. They viewed the college culture as "non-confrontational" and believed that a select group of individuals are kept well informed of articles and books that relate to new learning paradigm strategies; however, they are still vague about how to implement this concept.

There are some individuals who perceived executive leadership as a positive influence encouraging the learning paradigm. The president of the college is known as a national leader for promoting theoretical dialogue on the learning paradigm. He has effectively led the college in creating the vision, which resulted in a plan to shift Palomar College's mission from teaching to learning. As a result, the college has received national recognition of its efforts to reconceptualize the purpose and nature of community colleges. Participants stated that a collaborative representative process was used, and most of the staff and faculty supported the design of the new mission statement as noted by one study participant, "*Creating the vision statement was a conscious strategy for all staff in the college.*"

The new vision statement has inspired some faculty to explore innovative projects to change the learning process. As members of the staff see "others rewarded for innovation, they [also] want to try" [new ideas]. For instance, there is a small group of faculty who have worked on the Assessment of Learning Project (ALP), which is a process for assessing and determining core skills that will result in measuring student learning outcomes. The executive leadership has supported and encouraged this small group of faculty to pursue their efforts.

In my discussion with the president, it was evident that he is focused and persistent in promoting the learning paradigm at the college; however, because resistance to this shift still exists, he is consciously moving forward on a more gradual basis. He also wants to ensure that when making decisions, the vice presidents are sensitive to the general needs and comfort level of the staff during this transition phase. There are several committees where the staff and faculty can provide input into the decision-making process. However, due to the current shared governance structure, which was discussed in Affinity 3, the executive leadership is often perceived as non-assertive among participants as it related to developing a strategy for implementing institutional changes.

Level Two Administrator's (LTA) Focus Group

The seven major affinities, which emerged from the LTA Focus Group, are displayed below within the Interrelationship Digraph. The numbers correspond to the affinities in priority order as determined by focus group participants. Each pair of affinities was analyzed to determine the relationship between the two. The arrow points in the direction that shows the greatest influence of the pair. For instance, in the first column, number **1. Leadership** influences number **2. Communication**. According to participants, this means that the leadership style influences the flow and quality of communication regarding the learning paradigm concept.

Figure 4: **Interrelationship Digraph Matrix**
Interactive Qualitative Analysis

Level Two Administrator' Focus Group

	1.	2.	3.	4.	5.	6.	7.	Out	In
1.		▲	▲	▲	▲	▲	▲	6	0
2.	◄		▲	◄	◄	▲	▲	3	3
3.	◄	◄		◄	◄	◄	▲	1	5
4.	◄	▲	▲		◄	▲		3	2
5.	◄	▲	▲	▲		▲	▲	5	1
6.	◄	◄	▲	◄	◄		▲	2	4
7.	◄	◄	◄	◄	◄	◄		0	6

Note: Numbers across top of columns correspond to numbers and categories identified in the first column. Arrows identify relationships between concepts in columns and rows -- arrows point up (▲) indicate concept in row drives concept in column above; arrows pointing to left (◄) indicate concept in column drives concept in row to the left of the arrow.

1. Leadership
2. Communication
3. Planning
4. Structure
5. Accountability
6. Culture/Climate
7. Evidence of Progress

Affinity 1: Leadership

The level of leadership effectiveness [by executive administrators].

The second interactive focus group identified eleven factors that related to their perception of how effective the executive leadership team has been in leading the current change process. This group clearly did not view the leadership style as a collaborative process. This was perhaps due to their level of influence and authority in the management scheme, as indicated in the following eleven items.

- Lack of teamwork
- Lack of responsibility for decision-making
- *UN*-shared governance
- Change [is] administrator driven
- Inconsistency between the talk and the walk
- Lack of buy-in [for change] by staff
- No decision-makers
- Inconsistent leadership
- CEO-inconsistent messages
- Increase in understanding/some staff
- [Other] possible leaders [not limited to executive level]

Some of the participants perceived executive leadership as "top down" and yet, some participants agreed that many individuals are involved in providing input to decision-making. Many perceived these inconsistencies due to the non-confrontational leadership style used at the college. Even though many decisions are made by consensus, there was still the perception that there are some major decisions that are made from the "top down with no regard to input from the lower echelon." It is also perceived that those in leadership favor the faculty over administrators and classified staff, which makes the change process very difficult.

The president is perceived as a "great visionary" who, when implementing the mandates of AB 1725, organized the shared governance structure at the college. He has hired an executive staff who "are more open and who seek consensus" in decision-making. This leadership strategy has created an environment of "hope and optimism that people can change." On the other hand, some believe that the current leadership style "discourages open dialogue" and does not provide support for change.

> *You can have wonderful ideas, but someone has to get the job done, and I don't see that happening. There are a lot of committees working on making changes but there are many people on campus that does not know what is going on in making the move to change. It hasn't trickled down yet.*

This leadership strategy creates a climate where individuals are afraid of taking a risk for innovative ideas because they "may get cut down and not be supported for taking these risks."

Participants at this level aren't sure of what "they can and can't do; we only hear what we do wrong and never what we do right." They feel that they are "given the responsibility but no authority" to carry out their duties and therefore, they are hesitant to become involved in the change process.

> *There is a lack of communication [about the learning paradigm and change process at this level] and lack of direction can cause fear and resistance. I really feel that there are no two people who have the same*

> *definition of shared governance, and I believe that the same is true about what a learning-centered institution is and that's really the issue.*

One participant summed up this discussion by stating, "without risk there is no reward." It was evident to the researcher that the participants are struggling for a clear definition of the learning paradigm and methods to use for becoming a learning-centered institution.

Affintiy 2. Communication

The level of communication among administrators and faculty members associated with the change process.

Participants expressed concern about an unclear communication procedure as it relates to the change process. They identified ten communication 'related' concerns, which currently impede the change process.

- No clear definition [of learning institution]
- Staff uninformed
- Information not distributed [learning paradigm]
- Lack of clear operational definition of student learning
- [Process of] Communication across groups
- Communication of goals
- No clear direction
- After conference vacuum [Learning Paradigm Conference]
- Constant dialogue [used to be stronger]
- Availability of information (our responsibility to find it and read it)

The communication process related to the learning paradigm and ideas about change flows through "informal and formal channels." There is a "lack of understanding about the learning paradigm," and "very few on campus are aware of the change process." Participants perceived that "policy changes are made through informal discussions and carried out by the chain of command." "If the two were more congruent, the change process would be much smoother." In fact, many say that individuals "have a tendency to keep negative information quiet [because they] don't want to let it get to the top. They are only to send wonderful messages upward."

The flow of communication is also perceived as "overly reactive." Participants concurred that the "need to move to a more proactive approach" is necessary if change is to take place. Since the communication process flows through the shared governance structure, the ability to make changes is hindered if consensus is not attained at every level. Hence the structure for the flow of communication hinders the change process because there is "no umbrella or consensus to institutionalize the learning paradigm concept." In addition, participants think that the existing communication process makes "all information colored by individual bias and affects one's ability to be honest about the problems dealing with the change process." There are many at the campus who "don't choose to accept" or even to acknowledge that there is a change process in action. In fact, some individuals "make fun of it and look for ways to negate it."

The feeling among the participants is that the learning paradigm was primarily initiated and communicated externally, or "outside" the institution, by messengers whom the internal community do not respect. There seems to be some consensus among the participants that the change process could be more effective if it were faculty driven. "The irony is that everybody has the same desire" for change but participants believed that until the messengers change, the acceptance level will remain the same.

Affinity 3. Planning

The level of collaboration among administrators and faculty associated with the change process.

The participants perceived the current planning process as an inhibitor to change. They identified seven issues that have consistently slowed the transition process to becoming more of a learning-centered institution. The participants agreed that if it weren't for the vision statement, the change process would not exist.

- No consistency in strategic plan
- No trust in strategic plan
- No action plan [lack of follow-through/implementation]
- [Lack of] identification of goals
- Needs of students/exit competencies [no clear definition of measurable outcomes]
- [Lack of] tasks to accomplish goals
- Educational Master Planning Committee
- Vision Statement

There was consensus among the group participants that there was no "uniform planning process" in place. Even though the Educational Master Planning Committee exists to determine long-term goals and objectives for the institution, ad hoc task forces are created to make decisions about how to allocate new resources. This planning process creates a problem for staff when the college receives new legislative funds. Participants complain that the department plans that have already been "laboriously" created are not considered when determining how to spend new revenue. Staff are asked to "re-evaluate and re-justify" their department objectives to create a new proposal "instead of using the already-existing plans." For instance, the Partnership For Excellence state funding initiative totaling close to $1.6 million was received to improve retention, persistence, and success rates for students. Instead of considering the existing department plans, a new ad hoc task force was organized to assess how these new funds could be expended. These new projects simply got "signed off and then implemented" without regard to our written department plans that continue "sit on the shelf." The impact of this planning strategy makes it "frustrating" for individuals to continue to attend planning task force and committee meetings. Many "others are burned out, angry, and some have given up." Others believe that "it's futile to participate" and ask, "why bother, it won't change anyway."

> *We continuously meet in our department planning groups to create these lovely documents that show us where we are going and then we put them on the shelf and [they] become the bible; but not the operating work plan for the institution.*

This approach creates mistrust for the planning process. Focus group participants feel that it "doubles their work," because they have "one foot in the new [planning] process and one foot in the old way." Overall, the current planning and resource allocation process is perceived by the participants as "reactive [rather] than a proactive process."

Participants believed that the lack of a clear, uniform, planning process that is utilized lies with the leadership of the college. There is no clear understanding of the distinction and link between planning and operations. This is due to the fact that there is "never any follow-up for creating a long-range strategic plan and linking funding to department goals."

Since January 1999, the director of institutional research and planning has been assigned the full-time task of working with the vice president of instruction to develop some institutional goals. Committee members have taken these goals to the Educational Master Planning Committee for review and revision. The goal is to review, refine and reestablish a comprehensive institutional strategic plan, where the goals are linked and used as a guide for resource allocations.

Affinity 4. Structure

The perceived quality of the organizational structure.

Participants perceived the current organizational structure as a barrier for change. They identified seven items related to how the current structure impedes the change process.

- Differential reward structures and schedules
- Bureaucratic structure [still exists]
- Re-instituting budget development [department strategic plans not considered in budget allocation]
- Dis-equilibrium of power base [among decision-makers]
- Organizational compromise (low risk)
- Comfort zone for personnel in traditional organizational structures and labels
- Formalizing institutional review

The participants perceived the current organizational structure as bureaucratic, highly regulated, and externally controlled since the implementation of AB 1725. As noted previously, this legislation instituted the shared governance structure, which has created a "dis-equilibrium of the power base" between faculty, administration, and classified staff. It is perceived that this structure makes it difficult for administration and staff to make decisions and creates a "win/lose" competitive environment. As one participant said, "The current bureaucracy protects the political process at the campus." Apparently, this perceived top down management structure was implemented by the leadership at the college and has promoted a sense of mistrust and segmentation among the three groups: faculty, administration, and classified staff as indicated by focus group participants.

In terms of the change process, "if you are persistent and push along you can make small changes;" however, participants feel that "students are stuck in the middle" because the "chain of command takes too long" for new ideas to be implemented. For instance, students are interested in taking weekend classes but most "faculty don't want to work on Friday, Saturday, or Sundays, [so] we don't have the work force [needed] and there is no way to make them [work these days]." However, it should be noted that there are *some* classes offered in the Weekend College, the Afternoon College, and through the Palomar Online College by faculty who volunteer to teach at these times. According to participants, the new faculty who are being hired (fifteen in the 1999 fall semester) will be oriented to the learning paradigm concept and, hopefully, become supportive in embracing the philosophies required to facilitate change. Furthermore, administration has initiated a project to revise the current "tenure evaluation forms" to ensure that incoming faculty will become more accountable for student learning outcomes and instituting the changes required to accomplish this goal.

Even though these small structural changes are being implemented, participants agreed that the current structure has made the transition to a learning centered college very difficult. New ideas must constantly be executed through *several* committees, which meet at various times of the month, and consensus must be reached in all committees prior to implementation. Therefore, change has been very slow due to a "low-risk organizational" structure.

Affinity 5. Accountability

The degree of institutional performance.

A major benefit of the current change process has been to refocus the college on accountability measures. The participants identified five items that facilitate the change process from their perspective.

- Accountability [focus NOW more on outcomes]
- Matriculation [reform movement has increased resources and funds]
- AB 1725 to focus on reform [to identify institutional outcomes]
- [Begin to identify] core knowledge [and] skills
- Traditional methods of measuring [Student/Institutional still present campus]

In 1988, the California Assembly passed Assembly Bill 1725, which established specific criteria for making California community colleges more accountable for the use of state funds. Legislators wanted to know "where their dollars [are] being spent and to better understand the specific objectives that [are] being accomplished." As an example, the Assessment of Learning Project (ALP) was awarded a $130,000 two-year grant by the California Community College Chancellor's Office to support the development of learning outcome measures. John Tagg, Professor of English and an early advocate of the learning paradigm, currently leads a small group of faculty from various disciplines. The ALP group has been involved in a college-wide planning initiative to assist faculty in becoming more accountable for student learning outcomes. They have held focus groups with faculty, high schools, community members, and business leaders to define core skills and knowledge that will be expected of students upon entering to and exiting from the college. The core skills identified are communication, cognition, information competency, social interaction, aesthetic, responsiveness, personal development, and responsibility. The ALP team submitted a second proposal to the California Community College Chancellor's Office for the continuation of this project.

Other examples of how Palomar is becoming a more accountable institution is illustrated in the changes that have been made for advising and counseling students. The Counseling Department received a Matriculation Think

Tank Grant from the California Chancellor's Office to develop distance counseling to students at the surrounding education centers. In addition, the Counseling Department is currently developing a new online orientation for students. These new support services have been implemented to assist the staff in becoming more responsible to student demands and more accountable for student success.

Unfortunately, not all faculty have accepted the idea of integrating the ALP identified core skills across all disciplines. Some have even rejected this idea and will not participate in the development of a new system shifting accountability for student learning to the institution. Many faculty feel that this new approach to accountability will change the way they do things and may "create a need for more student contact hours." On the other hand, some faculty decided to learn new ways "about how students learn." They are "excited and have taken the initiative to try new ideas and approaches to teaching."

Affinity 6: Culture and Climate of the Organization

The level of fear, tension and stress associated with the change process.

There is great concern about the culture and climate of the organization as it relates to the change process among focus group participants. There were twelve items that emerged. Nine were perceived as barriers to the change process, while three items were viewed as gradually facilitating the change process.

- Resistance to change
- Fear of unknown
- Belief of one group input [more valuable] than another
- Wrong messenger causes resistance from faculty
- Fear of change
- Lack of clarity
- Lack of [staff] trust in the process
- Low trust
- Fear
- Desire for progress
- Faculty commitment
- Open attitudes

The culture and climate of the college is currently perceived to be in a "comfortable state of equilibrium" and, therefore, more resistant to change. Basically, there is a "fear of change because there is a low trust level" among staff members on campus. This is based on the perception that not "everyone is equally valued, only the faculty are [seen as] valuable. "The board can determine who to fire," which makes it difficult to make changes. The bottom line is then, "if you are not trusted or don't trust others, you are afraid to change and you do everything to sabotage new ideas." Some individuals go so far as to "get on committees to filibuster new ideas and then leave."

The participants viewed the "leadership structure [as] non-confrontational which leads to a tolerance for allowing [the] resistance to change." Even though AB 1725 expanded the conversation for decision-making, to ensure that all college staff have a opportunity to provide input, "every single decision" must be discussed and approved by more than one committee before a final decision can be made. This process can sometimes take months to complete. On the other hand, the college's administrative software was not fiscal year 2000 compliant. This required the conversion to PeopleSoft. This technological conversion project was "an external pressure that forced us to change [in order] to control the bleeding." The point being, that when staff is forced to change the operational structure of the college, they suspend the elongated decision-making time frame "because the solvency of the institution was at stake. "

Nonetheless, participants believed that the staff are "too comfortable with the way things exist" and will continue to resist change. They need to be told to "get with the new program, retire, or leave." Participants felt that staff need a "new attitude of how [they] can make it happen" rather than having to constantly deal with resistance to change.

Clearly, the overall culture and climate is resistant to change for a number of reasons: (1) fear of the unknown, (2) the belief that one group's input is more valuable than another, (3) the belief by some faculty members that the wrong messengers are advocating for the learning paradigm, and (4) the lack of clarity about the definition of the learning paradigm. These issues create resistance to change. Nonetheless, it should also be noted that desire for progress does exist within this culture. There are some faculty who are open minded and very committed to change, such as the members who participate in the Assessment of

Learning Project (ALP). To this end, the participants identified some examples of evidence of the progress that has been made within the last few years.

Affinity 7: Evidence of Progress

The qualities and quantities of institutional performance.

Despite the many challenges to transitioning the organizational structure from an instruction to a learning institution, there was evidence that gradual changes were being made. The focus group participants identified twelve items that have assisted in facilitating the current change process.

- Faculty involvement
- Learning Paradigm Conference [many are encouraged to] participate
- Different teaching venues
- Classroom-based research
- Opportunity to learn (staff)
- Alternative scheduling [for students]
- Task groups meeting [opportunity for staff input at various levels]
- Discussions on "learning-centered concepts" are increasing [within structure]
- Promoting mandatory counseling and orientation [about learning college]
- Opportunities [for staff] to explore new ventures
- Faculty advising program
- Outreach efforts to the limited English speaking

Participants agree that even though resistance to change exists, some progress has been made. For instance, there is the Assessment of Learning Project, which has emerged in many areas of this sub-section. This project is in the process of identifying core knowledge and skills that students would be expected to master and demonstrate competency. Eventually, this will lead the institution in creating an assessment process that will measure student learning outcomes. This is considered one of the major examples of progress on the campus. A second example was the Learning Paradigm Conference, which has also emerged frequently in this subsection as evidence that some endeavors to affect change was taking place. In addition, there are creative course schedules like fast track, inter-session and a few weekend classes that have been added. There are also some online Internet courses offered through the Palomar Online College and a few learning communities that still exist. Another primary project is the conversion to the PeopleSoft computer software where the majority of the faculty and staff supported the implementation of this initiative. Due to this exceptional response, participants concurred that, "when we have to change, we can do it. People can come together and work in teams to make change happen" when they clearly understand the need for change, the benefits of change, and are knowledgeable about how to implement the change.

The focus group agreed that the closer one is to the "upper echelon" or leadership team, "the more innovative you can be." There is support for change and new ideas; however, "it depends on the idea and who you have to support your innovation" as to whether or not it gets implemented.

However, it is perceived that, for many, "the existing chain of command is an intimidation, [and does] not encourage change," therefore, "I don't try to be innovative and put a lot of effort" into the change process. It is also perceived that when new innovations are introduced, there is a high level of enthusiasm, but if the innovation is not supported by faculty, "it falls by the wayside." For example, as noted previously, the learning communities were enthusiastically embraced in the initial stages, but only a few remain operational due to the lack of continued support by faculty.

Even though innovation is prevalent at Palomar, unless the faculty fully support these and future initiatives, they will not last very long. The faculty members are very powerful group at the college, and unless administration rewards and encourages them to support new initiatives, lasting change will not persist.

Faculty's Focus Group

The seven major affinities that emerged from the Faculty's Focus Group are displayed below within the Interrelationship Digraph. The numbers correspond to the affinities in priority order as determined by focus group participants. Each pair of affinities was analyzed to determine the relationship between the two. The arrow points in the direction that shows the greatest influence of the pair. For instance, in the first column, number **1. Leadership** influences number **2. Definition of the Learning Paradigm**. This shows how the leadership team influences the importance of defining the learning paradigm concept as perceived by focus group members.

Figure 5: **Interrelationship Digraph Matrix**
Interactive Qualitative Analysis

Faculty Focus Group

	1.	2.	3.	4.	5.	6.	7.	Out	In
1.		▲	▲	◄	◄	▲	◄	3	3
2.	◄		▲		◄		◄	1	3
3.	◄	◄		◄	◄		◄	0	5
4.	▲		▲			▲	◄	3	1
5.	▲	▲	▲			▲	◄	4	1
6.	◄		▲	◄	◄		◄	1	4
7.	▲	▲	▲	▲	▲	▲		6	0

Note: Numbers across top of columns correspond to numbers and categories identified in the first column. Arrows identify relationships between concepts in columns and rows -- arrows point up (▲) indicate concept in row drives concept in column above; arrows pointing to left (◄) indicate concept in column drives concept in row to the left of the arrow.

1. Leadership
2. Definition of Learning Paradigm
3. Faculty Issues
4. Resources
5. Assessment
6. Technology
7. ProtectingTurf

Affinity 1: Leadership

The level of leadership effectiveness.

Focus group participants agreed that the existing leadership team has not been as effective as they could be in facilitating the change process. They identified eleven areas that need to improve in order to move ahead with changing the organizational structure of the college.

- Lines of communication
- Always a veto

- An apparent agreement on direction vs. dual agreement (vision statement)
- Keeping the whole in mind
- Lobby for change from above
- No real leadership on this issue, lots of talk...not much action
- Gap between theory and implementation; indecisive, slow decision implementation
- There has not been a real, substantive commitment on the part of upper administration to facilitate the change
- [The] need to move [toward] the learning paradigm [concept]
- Administrators more accepting of innovation
- A tradition of collaboration

The participants perceived the existing leadership structure as fragmented and impeding the change process. They viewed the president as approachable and supportive; however, they believe there is a "gap between the theory [of change and actual] implementation." This could be due to the lack of communication about the learning paradigm concept.

> *If the leadership did a more effective job of communicating exactly what this learning paradigm is and what it entails and how to implement it, then we wouldn't have a definition problem. [But] maybe there are so many different definitions that it isn't easy to define.*

Participants believed that it is important for the leadership team "to define the big picture" if they are to progress toward change. They perceived that there is a lack of "substantive commitment on the part of upper administration to facilitate the change needed to move to a learning paradigm" approach. Even though a "tradition of collaboration" exists, the delay in making decisions due to the governance structure has impeded the change process.

The focus group agreed that the current leadership strategy is a result of the shared governance structure where "a committee studies everything." They agreed that the president is a visionary and has "established an atmosphere where conversation about change might occur."

> *The initial right steps to develop a process where change could take place, was created by the president who has a "global perspective" of the change process.*

However, in the long term, this perspective is perceived to be insufficient in "helping us to marshal forces for change." The "upper level is talking [about change] but haven't found the will and the way to make a difference."

> *We have a strong vision, [but] we can't focus on institutional goals [because we] can't find the energy [nor the] time to get more progressive to change. No one is pulling us together and hasn't been able to do so, because we just don't know how.*

There is a lack of "focus, discernible goals, and time lines which can often create a 'miss-mash of chaos,' and that ultimately "reinforces a status quo huge bureaucracy."

Overall, the "administrators are more accepting of innovation" than the faculty. Although there was strong "agreement on the direction in which to move the college; the leadership strategy to make change a reality, has not yet become operationalized," according to focus group participants.

Affinity 2: Definition of Learning Paradigm

The lack of clarity related to defining the learning paradigm or learning-centered institution.

The participants reached strong consensus that until the learning paradigm concept is clearly defined, barriers to change will continue to exist and faculty will continue to resist. They identified seven items that currently impede the transition process that relates to defining the learning paradigm concept.

- Those who favor the paradigm shift have not clearly articulated what they mean by [the] learning paradigm
- Those who favor changing to a learning paradigm have not explained what we (faculty, staff) need to do differently
- [The] learning paradigm [has] never [been adequately] defined
- Fear
- The college community does not understand what is meant by [the] "learning paradigm"
- The discussion of the paradigm shift has caused us to re-examine what we are doing

As noted in earlier chapters of this study, some of the early advocates for the learning paradigm are employed at the college; however, the participants agree that many in "the college community do not understand what is meant by [the] learning paradigm." They believed that this is the case because the advocates of the learning paradigm "have not explained what we faculty and staff need to do differently." All participants agreed that if the definition were clarified, more individuals would join the change efforts.

> *In order to all work together and be a unified group, we need some definition as to what this vision is all about. Once the leadership has defined what the vision [learning paradigm] is, then we buy into it.[and become more] supportive and become a big team. If we want to implement this, we have to be a big team. It will not work otherwise.*

Nevertheless, for some participants, the lack of clarity for defining the learning paradigm is a "non-issue, and has no effect on what they [faculty] do." Some view the learning paradigm as a "cash grant boondoggle" that embarrasses many at the college because many of the staff and faculty simply "don't get it." When outsiders ask questions about the change process at the college, many respond with embarrassment because they feel that the "learning paradigm has never [been adequately] defined" to them.

Participants agreed that even though communication about the learning paradigm is distributed to a select group of faculty and staff via e-mail and interoffice mail channels, "everyone is busy" with day-to-day operations and do not take the time to read the communication material. There must be a different forum for helping the staff to understand the meaning of the learning paradigm if change is to progress.

Nonetheless, there were some participants who said that, because they took the initiative to attend the Learning Paradigm Conference, "the definition of the learning paradigm concept became clear to me." In fact, "the discussion of the paradigm shift has caused me to re-examine what I am doing" in terms of how students can learn. It was evident to the researcher that that faculty who attended the Learning Paradigm Conference have a clearer understanding of the learning paradigm concept than those who have not.

Affinity 3: Faculty Issues

The level of collaboration among faculty members,and between faculty and administrators associated with the change process.

The focus group participants perceived that most of the faculty issues related to the change process are caused by the lack of clarity about the learning paradigm concept as indicated above. They identified eight items that cause faculty to resist the change process and five items that have helped to facilitate the change process.

- Academic autonomy
- Lack of tangible incentives to examine change, i.e., time and money
- Very little real effect on classroom
- Most faculty think it is a joke
- Faculty's status is perceived to be diminished under the learning paradigm
- Learning paradigm assumes that professors do not care about learning
- Faculty skepticism and institutional cynicism limit process of change
- The need to validate faculty for what they do well already

- It has caused us to think more about what we mean by student learning and quality of staff
- Upper administration is mostly [more] open to change
- Learning paradigm conference changed my thinking and teaching
- Committed and caring faculty who are skilled teachers
- Great faculty staff

Many of the faculty participants expressed their colleagues' concern with the change process as being "too political." As a result, a climate of "skepticism and institutional cynicism" exists, which ultimately "limits the process of change." Some faculty believed that their status will "be diminished under the learning paradigm." One participant stated that faculty members "don't really think about change [because] they only think about their academic problems." However, they agreed that "upper administration is more open to change" than many of their peers.

Some of the factors that contributed to these issues are a perceived lack of respect for faculty and lack of clear communication between the administration and faculty. For instance, some faculty members believed that the learning paradigm concept "assumes that professors do not care about learning," which is an incorrect analysis according to the focus group. Participants felt that there was a "need to validate faculty for what they do well" as opposed to focusing on their weaknesses.

Despite these issues, small pockets of "committed and caring faculty who are skilled teachers" are moving forward to making changes associated with being a learning-centered college. The learning paradigm concept has caused these individuals to "think more about what we mean by student learning." Those who have attended the Learning Paradigm Conference have indicated a change in the way they think about teaching. There are "enough creative [and] open faculty who always want to do extra work." However, the reality was that those who were willing to assist in administering these changes were often the ones who were "very busy due to the commitments they had already made in fulfilling their creative projects." In terms of administrative duties, like serving on special committees to develop and implement changes, many faculty do not "like conflict" and, therefore, don't often volunteer to serve on these committees.

Ultimately, the participants agreed that if leadership were to make a concerted effort to clarify the meaning of the learning paradigm concept and develop a plan to implement the changes required, faculty would be more supportive. They also think, "respect for faculty will make all the difference" in carrying out the necessary changes of becoming a learning-centered institution. In addition, if more "tangible incentives" were offered by administration like "release time and dollars," more faculty might promote the change process.

Affinity 4: Resources

The degree of commitment by the institution to implement the change process.

As noted above, the participants agreed that if adequate resources were available to initiate change, the faculty issues would become much easier to resolve. They identified nine items related to resources that could help faculty assist in facilitating the change process.

- Budgets
- Available funds for advances; difficult to arrange for and to use
- State funding requests
- Inability to reallocate resources
- More work to implement change with fewer staff
- Staffing levels
- Counselors have many new roles and jobs with few resources
- Funding not based on learning
- Grants

As previously noted, participants agreed that for more faculty to become involved in the change process, "stipends and reassigned time" are great incentives to motivate them. However, currently there are "insufficient resources focused on the change effort" and it's a difficult process to "reallocate resources" for this initiative. Nonetheless, there have been some resources available for innovative projects. For example, as noted earlier, the Assessment of Learning Project was funded by a state grant for supporting the development of learning outcome measures. In addition, various funding sources including the funding from a "state-generated matriculation" allocation, assist the institution in front loading services to improve student retention, persistence, and transfer to four-year institutions provide resources. Also, when faculty is invited to present at conferences and are recognized for their achievements, many will be motivated to "put in the extra time" it takes to become actively involved in the change process.

Nevertheless, these resources are limited and, without additional dollars, participants believed that it will be difficult to "implement change" when only a "few staff" are involved in the process. However, it was noted that these limitations of resources could negatively impact the behavior of faculty. For instance, "when some teachers doesn't receive special resources to fund special projects, they get upset." Additional incentives will help to motivate more faculty to change.

The participants agreed that it is important for the leadership to be "clear about where we are going; then we can make better decisions based on an accurate assessment of the projects." By following this process, "we will be more efficient in prioritizing how we should allocate" the limited resources that are available.

> *Sometimes the resources seem to be driving the leadership because so many decisions are based on the availability of resources. Ties on these resources limit the leadership.*

Unless more "positive incentives" are offered to faculty, few will become actively involved in the change process. However, there are some faculty members who have taken the initiative to identify their own resources, like the Assessment of Learning Project, to ensure student learning and to initiate the change process.

Affinity 5: Assessment

The quality of commitment to student learning.

In the conversation about the assessment process, participants agreed that the college was in the infant stage in terms of creating institutional change as it relates to assessment. They identified five ideas that currently affect the perceived change process.

- Too little student guidance by counselors and faculty
- Difficulty in assessing learning in non-mechanical disciplines
- "Re-inventing the wheel"-need to become more evidenced-based
- Wide learning approach
- Practical application of learning

The participants defined assessment as a systematic method for collecting and evaluating information to improve teaching and learning and associated this process with the learning paradigm.

> *It was coming up with the learning paradigm concept, some time ago, that started this whole ball rolling that's driving us in the direction that we are heading today. It's what's driven leadership to take this direction; and now they're trying to get us to buy into it.*

The focus group perceived the need for assessment of student learning as critical for providing "feedback to instructors to improve their teaching." They agree that the Assessment of Learning Project (ALP) is really the only initiative that "is squarely aimed at addressing this issue" [assessment]. However, only a "handful of faculty" is currently involved in this initiative.

The Accrediting Commission for Community and Junior Colleges has revealed certain criteria with which community colleges must comply in order to become accredited. The Commission requires that all staff and faculty become more accountable for the students' success by measuring outcomes, such as certificate completion, retention, and transfer rates. The motive behind assessment is to create a "wide learning approach" for teaching, where the information is communicated from "student to teacher, from teacher to student, and from both to the institution." However, some faculty aren't interested in "re-inventing the wheel" as it relates to the identification of measurable learning outcomes for students.

As previously mentioned, the Assessment of Learning Project identified six core skills that can be integrated across disciplines. These core skills include communication, cognition, information competency, social interaction, aesthetic responsiveness, personal development, and responsibility. However, some participants believed that the assessment process will be difficult to incorporate into every discipline.

Clearly, the assessment process is tied to student learning outcomes as it relates to institutional effectiveness. A formal institutional review process has begun to implement an ongoing system to review the college's programs with the intention of improving efficiency and effectiveness. One participant stated, "To me, assessment is more important than individual issues or protecting turf."

Affinity 6: Technology

The level of creativity in the work of faculty and administrators

The focus group identified technology as an illustration of how administrators and faculty are creatively facilitating the change process to become an "inviting environment for learning in the 21st century." They named five items related to this topic.

- Computers
- Administration more supportive of technology
- Institutional support for technology changes (infrastructure, ETV)
- Planning; computers; funding
- Computers new/old/connections

The focus group discussion concluded "administration is more supportive of technological innovations than faculty." There is "institutional support for technology changes" as indicated by the Technology Master Plan that has been implemented to provide an array of innovative services. For example, the new PeopleSoft administrative software was installed to address the operational and business requirements of Instruction, Student Services, Human Resource Services, and Financial Services. With this new enterprise wide system, faculty, staff, and students will have instant access to information, and multiple transactions that are currently performed manually will be automated. All college business procedures are being reviewed to increase efficiency and best serve students. Within the year, the college expects full utilization of this technology to facilitate all student interactions with the college, all financial transactions, and all personnel activities.

Administration has facilitated the transition to the new millennium by ensuring that the college is equipped to provide the best technological advances to the college community. In addition, the college has installed approximately 3,000 microcomputers plus supporting printers and servers.

Perhaps the greatest advantage of implementing these new technological advances are possible due to the "available funding and administrative support" for securing these funds. For instance, the California Community Colleges Chancellor's Office awarded the college's Educational Television Department a five-year $8.5 million grant through the Educational Services and Economic Development division. These resources will allow the college to become the home of CCCSAT Network, delivering distance learning throughout the state of California. In addition, the Learning Paradigm Teleconference held this past semester was down linked to 113 campuses throughout the United States, Mexico, and Canada.

According to participants, another reason for successfully making these technological advances was because the decision-making process to initiate these innovations was "not encumbered by the shared governance process [and there were] no institutional roadblocks" to get in the way of progress. The Technology Master Plan was a shared governance product that has been the guide used to fully develop infrastructure and technological resources that will benefit students, faculty, and staff. Participants agreed that the college administration is moving toward making Palomar College a more technology dynamic learning environment.

Affinity 7: Protecting Turf

The degree of complexity that turf creates between faculty and administrators.

Participants agreed that one of the greatest barriers related to the current change process is dealing with faculty who want to protect their turf. Three items related to this topic emerged in the focus group discussion.

- We've always done it this way [mentality]

- Paradigm shift not translated into practice at department level
- Autonomy within department disciplines

Participants agreed that the "we've always done it this way" mentality has created obstacles for change between the faculty and administration. Some of the turf issues include the following:

> *jealousy, superior attitudes, loyalty to department over institution, competition for resources between large and small departments, changing the curriculum, student services vs. academic services, and more competition for classroom seat time.*

According to participants, the "learning paradigm shift has not translated into practice at the department level." Many faculty turf issues are due to the "autonomy that the departments prefer within each discipline." Faculty participants agreed that, "we all operate very separately," and many allow "department politics to drive our decision-making for us. "

> *Just think about scheduling classes. There are some departments that have ownership of certain classrooms, and you can't schedule a class in one of these rooms even though you may have a bigger class that may be better suited for [this particular] classroom because it's their turf. It can be a bad thing.*

Due to the autonomy of the faculty position, participants agreed that many "faculty get in the way of change." Some feel that if they have to do "something different, [it will] mean more work and more responsibility" and unless they are compensated, they won't agree to change. One of the major barriers for exploring new ways of teaching is related to salary. Many instructors believed they are not paid enough to add more responsibilities to their schedules; and unless there are compensated in some way, they will not change. However, there are some faculty members who "are open to learn and grow" by exploring new ideas for teaching. This is previously noted by faculty currently involved in the Assessment of Learning Project, learning communities, and various other new initiatives.

Clearly, these turf issues have created obstacles between the faculty and administration to implement the change process. However, the reality that the faculty play a powerful leadership role on campus and retain academic freedom and autonomy in the classroom makes it very difficult for administration to initiate major organizational changes on the campus at this time. Participants agreed that major changes would not occur until these turf issues can be resolved.

> *We have to start thinking, not so parochial, but more globally. I think we need to get beyond protecting our turf and we need to deal with all of these technological changes and how to cope with that at this point.*

It is important to note that a "good strong core of faculty [exists] who believe that the [current] structure must give way" in order to be better prepared to serve students in the 21st century. These faculty members can become instrumental in the change process by becoming strong examples of how change can lead to a more learning-centered institution.

Summary

These participant findings related to what impeded and what facilitated the current organizational change process surfaced by conducting three separate focus group sessions. A total of 21primary affinities/themes emerged by this process which will be discussed in Chapter Five.

MANAGEMENT STRATEGIES USED TO IMPLEMENT CHANGE

The final research question explores the most common management techniques and behaviors derived from experiences associated with the change process from the dual perspectives of participants and researcher.

Research Question 3: What factors (including management techniques and behaviors) contributed to the current situation?

The more common management techniques used to implement the perceived change process as expressed by the participant's include mission, leadership, governance structure, planning, implementation process, and innovation which will be discussed in this section. These themes were derived by the most common affinities/variables reported by focus group participants and are further substantiated by individual interviews with the president, early advocates of the learning paradigm, vice presidents, and faculty members.

Mission

The overall factor that drives the direction of the college is the mission statement, which was the impetus for the implementation of the learning paradigm concept as a goal in managing the change process. The mission statement, discussed in section one of this chapter, includes the following themes: empowerment, learning, evaluation, discovery, and growth as the basis for all decision making and planning. George Boggs, president is leading the college to become more student focused:

> *I think the important thing is that we are focused as an institution on student learning. That's become pretty widely accepted here. Even among some of the critics, in wanting to dispute this learning paradigm notion, realize that we're here for student learning; and that should be everyone's job, so we try to get that message across to faculty and staff.*

Dr. Robert Barr, director of institutional research and planning, described the mission statement as a "set of goals of what we want the college to look like in the year 2005." Even though the mission statement is accepted and supported, the learning paradigm concept was controversial from its inception.

Early advocates of the learning paradigm, Dr. Barr and John Tagg, are committed to gradually transitioning the institution to focus on student learning. Their goal is to

> *shift the mission from teaching or from the idea of providing instruction to the idea of producing learning in students in whatever area the college decides it wants students to learn and produce it more effectively over time* (Barr, 1999).

Barrr and Tagg emphasized the need to make organizational changes that create an environment where "everyone should see his/her job as supporting students." Changes would also include technological advancements where students could become independent learners by taking online courses and not having to attend class at a specific time and location.

Level Two Administrators (LTA) focus group participants agreed that many Level One Administrators (LOA) "don't understand how to operationally define the learning paradigm to faculty." Those who do understand the concept see it as a "wonderful opportunity" to change the organizational structure of the institution.

LOA focus group participants cited the faculty as accepting of the learning paradigm concept with mixed reactions. Some administrators agreed that "there is no real imperative to implement the concepts in the classroom," although many faculty members accept the concept philosophically. LOA also reported that many instructors have not attended the Learning Paradigm Conference and do not have a clear definition of what it means. As a result, some faculty members have become frustrated by the "mere mention of the words," when they respond, "That's nothing new. We have always been doing it; it's not going to change how faculty teach." Some faculty members believed that the institution has always been a learning-centered college and that administration is "simply catching up."

Faculty focus group participants agreed that one of the greatest barriers for accepting the learning paradigm is the lack of clarity regarding its purpose and how to operationally implement the concept. Some faculty members reported their embarrassment when attending external functions because when approached by outsiders, they are uncertain in their responses. "We simply can't put the concept into a clear definition since we don't understand it ourselves." Despite this perceived lack of clarity, faculty members agreed that, if the learning paradigm could be clearly defined, "more individuals would join in the change efforts." Nevertheless, there are some faculty who have a very clear understanding of the concept and are involved in making gradual changes within their classrooms. As one instructor said, "The discussion of the paradigm shift has caused me to re-examine what I'm doing" in terms of how students can learn more effectively.

Barr and Tagg emphasize the need to make organizational changes that create an environment where "everyone sees his/her job as supporting students." However, according to study participants, to effectively change the organizational structure of an institution, the leadership team must be a visible and tangible to guide in the process.

Leadership

The most common management technique that emerged among all study groups was leadership. It was interesting to note the mixed perceptions of the leadership style that were reported. To what degree the president's vision is realized seems to be dependent on how administrators and faculty perceive the approach the executive leadership team uses to initiate change.

Many of the administrators, at both LOA and LTA , perceive executive leadership as "non-assertive and sometimes top down in their decision making," despite the shared governance structure. However, the president was identified as a national visionary responsible for establishing the institutional mission statement, which laid the base for the learning paradigm. Participants reported a sense of enthusiasm for the new concept during the first years of its inception. However, the momentum has decreased during the last few years, according to administrators.

The president's perception on the current change process succinctly reflects his leadership style. He acknowledged that the current lack of acceptance for the learning paradigm concept is due to a turnover within the executive leadership team. Three of the four vice presidents have been in their positions for two years or less; and the president reported that "It will take time to educate the new leadership team." The president recognizes the difficulty of a change process: "organizational change takes persistent work, you have to keep that change in mind with all the decisions that you make, to make sure that they are in alignment with the long-term vision. I want everyone here to believe that his or her job is about learning."

Early advocates believe that the president is moving the institution as fast as he can. They agree that progress is slow, but there are innovative activities that are directed at student learning. They concur that the Assessment of Learning Project is the best example for defining an approach to ensure student learning outcomes that are congruent with the learning paradigm.

Although most administrators and faculty agreed that executive leadership promotes a collaborative decision-making process, many still perceive a top down management style when making major decisions. "Decision-making is made in private; it's not a consultative process, and it's not shared governance." Both administrators' groups' report that this incongruency is due to a non-confrontational culture created by the executive leadership. As a result, some senior and mid-level administrators are resigned to appease those above them and "many question their role and responsibility for implementing changes." Some individuals are afraid to take risks for change due to their perceived lack of support from those to whom they report. They, too, realized that the executive leadership team is in transition and, therefore, are perceived as not having had sufficient time to create trust and a power base for implementing change. Administrators also perceived that the executive leadership team tends to favor the faculty over administrators and classified staff, which makes the change process more difficult to implement.

The faculty agreed that the leadership of the college promotes the vision but they perceived a gap between the theory and actual implementation in terms of defining the learning paradigm concept.

> *If the leadership team did a more effective job of communicating exactly what this learning paradigm is and what it entails and how to implement it, then we wouldn't have a definition problem.*

Most administrators and faculty member's agreed that the leaders project a strong vision, which facilitates the theory of change; however, they perceive that leadership is insufficient in implementation.

> *We have a strong vision [but] we can't focus on institutional goals and can't find the energy and time to get more progressive to change. No one*

> *is pulling us together and hasn't been able to do so, because we just don't know how.*

Most of the study group participants faulted the governance structure imposed by the State as a major factor that impeded the change process.

Governance Structure

All study participants believe the governance structure is an inhibitor to the change process. As noted in the first subsection of this chapter, the shared governance structure is based on a collegial process for the development of policies and procedures to ensure that faculty, staff, and students have the right to participate effectively in college decision making. This structure also gives the academic senate the primary responsibility for making recommendations for curriculum, and academic and professional standards; therefore, the role of faculty has intensified as reported by participants. Many participants reported that, in an attempt for the community college to become a more collaborative community, they have become "increasingly stalemated and adversarial." Administrators agreed that the shared governance structure encourages "turf wars" between departments and promotes distrust; thereby, making the institution less responsive to change as noted in the following quotes:

> *I think it slows down everything we do because we have to consult all employees before we can make a simple decision.*
>
> *It doesn't produce anything other than holding meetings.*
>
> *A dinosaur. Too many committees. Structure slows down the decision-making process.*

> *A mountain to climb, obstacles to overcome to get the job done.*
>
> *It impedes the change process; we just don't have the time to devote to changing how we do things here.*

Both groups of administrators are concerned that the structure "creates a climate of caution, where the rules are constantly changing." Some LOA reported that, even though the structure makes provisions for a collaborative decision-making process, major decisions are made by the executive leadership team which discourages staff from trusting the shared governance process.

> *Shared governance is used; but when it's not, the process is by-passed to get what is wanted, dependent on the issue. It happens all the time; "there is still top down management control on this campus.*

Administrators perceive the governance structure as a "dis-equilibrium of the power base" and creates a win/lose competitive environment among faculty, administration, and classified staff.

Faculty participants reported that "for years some of the faculty fought for the right to make decisions but now regret it because it takes time away from instruction." However, they agreed that they have much more influence and power than they had prior to the passage of AB 1725. Faculty participants agree that "faculty generally value and promote the governance structure, even though only 30 instructors participate."

According to one of the early advocates, the Educational Master Planning Committee (EMPC) was created in 1991 as a decision-making body. The respondent reported that this committee has not been as effective as planned because they must agree by consensus before "any decision" is made.

> *The EMPC works by consensus, which means that you can't ask for a vote on anything, which means that everything in the way of action just dies of pure inertia.*

The EMPC is responsible for creating institutional goals; however, all study participants reported that the current planning process has created barriers for the change process.

Planning

All respondents expressed the need for a consistent planning process. Even the president acknowledges the difficulty of improving and refining the institutional plan because of the turnover in executive management.

> *Planning is not easy for any college. We are struggling with planning. One of the problems we've had is that we've had a turnover in the second level of administration. When you bring new leadership for the planning committee, then you have to step back a few paces and try to build up momentum again.*

The president and vice presidents are seriously considering bringing in a consultant to assist with the planning process.

According to one faculty member, the plan submitted to the Chancellor's Office about five years ago, was also adopted by the Governing Board, but it was never implemented. An administrator reported that one reason the plan may not have been implemented was due to the "ambitious" wording in the document. The participants reported that due to the lack of follow-through on this particular plan, many individuals on the campus developed apathy toward the planning process.

> *The plan just died. I mean nothing happen. There were no consequences. So departments learned that this planning stuff is just bureaucratic...*

One exception is Student Services that created a Student Equity Master Plan which includes strategic goals that are a framework for the creation of objectives, timelines and outcomes.

There is agreement among administrators and faculty that strategic planning is the "missing part" of implementing organizational structures within the institution.

> *We have a very non-strategic way of operation, especially if you define strategy in terms of how we would change either the institution or the outside world...*

As a result, administrators perceived the planning process with a lack "of direction and coordination." Participants agreed that because there is "no uniform planning process, planning has become a "way to compete for resources" and thus inhibits change. Some LTA perception of this process was that "planning is done by intimidation." Some administrators are frustrated and reported a sense of resignation for the planning process because they "don't have a choice," when it comes to planning. Administrators also reported that most of the faculty members "try not to get involved in the planning process if they can help it, because it really does not affect them." It was interesting to note that the faculty participants did not suggest *planning* as a factor for implementing change.

Implementation

The implementation process was composed of less common themes but nonetheless, important when managing change.

Accountability/Assessment: According to early advocates the goal of the assessment process is to determine "what works best for learning," basically, "how deeply do the students learn and succeed in learning." They also reported that there are some faculty mebers who are very much against the assessment process. "I mean nobody, except maybe three or four people who really believe that we will ever change the way we assess in the direction of outcome assessment."

Administrators perceived accountability and assessment as a "total mystery that nobody understands and is imposed by upper administration." However, some administrators report that

> *No one really likes it [accountability/assessment] but it's an opportunity to improve the college, and some view it as a healthy process; but it's a lot of work.*

Administrators perceived that most faculty members will support it "if it produces a higher quality student in the classroom and does not diminish academic freedom."

Faculty participants perceived assessment in the infancy stage as it relates to institutional change. They associated the learning paradigm as the impetus for the emphasis on the assessment process. Faculty participants agreed that the

Assessment of Learning Project was the only visible initiative that "is squarely aimed at addressing this issue."

Student Focus: It was interesting that of all groups of participants, only the LOA perceived student focus as a facilitator for the change process, in addition to the president and early advocates.

The president reported that the institution is focused on student learning. "We do it by hiring the kind of people that have the same kind of philosophies and values and vision that we, as an institution, have."

LOA agreed that student focus was a strategy used to facilitate the transition for becoming a learning-centered college. They listed several examples to indicate that the institution is moving in the direction where students are treated with respect and given the support to succeed in as many areas of the college as possible. These examples will be presented under the Innovation heading.

Human Resource Development: LOA were also the only group to perceive the importance of human resource development as a management technique for change. It was interesting to note that the participants in this group related the investment in human resource development as an investment in building "a stronger human infrastructure." They agreed that staff and faculty must build their skill levels to more effectively implement the changes required to become a learning-centered institution and to meet the needs of students.

Culture/Climate: The early advocates and LOA agreed that creating a culture/climate that supports the learning of not only students but personnel was essential to managing the change process. One early advocate referred to this technique as the "culture of evidence."

> *That is, evidence about whether methods or means of supporting people in learning actually work. That is where students are actually learning, or whether one method actually produces more learning than another does.*

One study participant expressed his definition of a supportive culture.

> *I guess part of the culture and part of the assumption of a learning college would be that we assume that all students can succeed unless they're brain-damaged.*

Level One Administrators perceived the culture/climate of the college as "more resistant to change due to a comfortable state of dis-equilibrium," that is, due to a low trust level between faculty and administration. Participants reported that the reason for this understanding was because of the perception that faculty are more valuable than administrators. According to most administrators, many faculty issues "create resistance to change; and, until they are addressed, change will take longer to achieve." Nevertheless, there are some faculty members who project a positive attitude about the change process and who are perceived as promoting a positive culture/climate to more efficiently manage the gradual transition.

Resources: Faculty participants agreed that resources are needed to motivate more faculty members to become involved in the change process. They cited "stipends and reassigned time as great incentives to motivate faculty." For instance, the Assessment of Learning Project is a two-year project funded by the California Chancellor's Office to provide faculty with resources and reassigned time to work on the project for the development of learning outcomes. As noted earlier, this project was perceived as one of the best examples for facilitating the change process. It is also important to note that this small group of ALP faculty is responsible for writing the proposal for this particular grant. In other words, they "sought out the funding on their own." Faculty participants are concerned that so few resources available for incentives can cause frustration and create barriers to change among the faculty. When one teacher doesn't receive special resources to fund special projects, "they get mad." The participants agreed that until additional incentives are made available, it will be difficult to encourage a faculty mass to participate in the change process.

Protecting Turf: Faculty participants reported that faculty members who are adamant about "protecting their turf create the greatest barriers to organizational change." They agreed that one of the greatest problems with faculty is the mentality that "we've always done it this way" so why change if it's working. The faculty believed that each department operates separately and many allow "department politics to drive" their decision making. Due to this perception, participants concurred that many faculty members impede the change process.

Nonetheless, there are a few faculty who more readily accept and are motivated to become involved in the change process, such as the Assessment of Learning Project faculty team and those who are involved with implementing learning communities. This is when a group of students take a common set of courses. According to the president, these learning communities have proven their effectiveness in developing a collaborative and cooperative learning environment, which promotes student achievement." (Document Review: Boggs, 1999). Participants agreed that, unless these turf issues are resolved, faculty will not support change.

Innovation

Study group participants from all levels report that, despite the many barriers against the change process, there was tangible evidence that progress is being made which is helping to facilitate the change process. According to the president, job descriptions and job announcements have been changed to "really emphasize our student learning philosophy." In fact, "I think they say, join The Learning Leader. " The president wants to ensure that future faculty members who are hired support the learning paradigm concept.

All groups agreed that the new PeopleSoft computer software is evidence of progress in terms of advancing the technology of the institution. The new software will enable students to register by phone, assist administration in providing more effective services to students, and increase the efficiency of personnel. The advocates reported that some online courses are available to students through the Palomar Online College. Also, students at the surrounding education centers can now access counseling services online.

All administrators concurred that the Assessment of Learning Project is the most visible example of innovation on campus and many agree that it "should be institutionalized." They also reported that the annual Learning Paradigm Conference is a facilitator of the change process. Faculty and staff are encouraged to attend and scholarships are provided from funds raised by the Palomar Foundation and revenue generated by the Conference.

Administrators reported that the executive leadership team is supportive of innovations. However, there is some discrepancy in terms of how to access that support.

CHAPTER SUMMARY

This chapter has presented the findings addressing Research Questions 1, 2, and 3. The document review analysis cites the educational reform movement and passage of AB 1725, which stipulates accountability in exchange for funding as a challenge for changing the organizational structure of local community colleges. Shared governance was perceived by some as a valuable technique to implement change. However, it has also created barriers and has slowed down the change process according to some study participants.

Three major themes associated with the current change process – the *impetus for change*, the *cultural perception of change*, and the *management techniques of change*–were identified as either facilitating or impeding the current organizational change process. Twenty-one affinities/variables emerged which represent values, beliefs, or assumptions from various college groups–early advocates, two separate administrative focus groups, and a faculty focus group--as positively or negatively impacting the change process.

Chapter Five, an analysis of the relationships of data generated from focus groups and individual interviews, will be presented in a theoretical model depicting a grounded theory of an organizational change process.

CHAPTER FIVE

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS A GROUNDED THEORY FOR ORGANIZATIONAL CHANGE

Introduction

Transformation of a community college involves change that is often an uncomfortable process where values of external policy confront the internal values of the institution's organizational culture. Due to this situation, it is not surprising that the organizational change process is perceived with mixed feelings to the point of resistance. External political requirements, diversity and economic forces have motivated community college leaders to reorganize the structure of their institutions and have been challenged by resistance from their staff. For example, resistance caused by attitudes of fear, anxiety, anger, misunderstanding, and cynicism (O'Banion, 1997, Drucker, 1994; Dunham, 1995; and Kotter & Schlesinger, 1997) have created barriers for transformation. As a result, some innovative practices are implemented but true transformation of the institution is stalled. However, many community colleges are continuing to find ways to respond to these frustrating challenges.

The community college system was founded on an egalitarian mission of open access and equal opportunity for all students. In contrast, external requirements for community colleges have demanded higher standards for productivity and accountability in exchange for funding that requires a paradigm shift in the values of efficiently and equity. These differences suggest that organizational change in a community college challenges the internal cultural values of the institution with competing values of external political stakeholders.

This study asserts that the degree of perceived acceptance between the cultural values of an institution, and the values perceived to be implicit in organizational change is pivotal to the success of transformation.

The purpose of this study was to provide an analytical understanding of the issues that impeded and facilitated an organizational change process based on the learning paradigm concept. Within the last seven years, Palomar College has reported an attempt to transform the organizational structure from an instruction to a learning-centered college. Therefore, this research was designed as a qualitative case study to provide an *understanding* into a relatively *unexplored* process. Specifically, this case study presents a thick description of the perceived change process in a single community college. The data for this study emerged from multiple sources (individual and focus group interviews, participant observation, and a review of documents). Three primary research questions framed this study.

Research Question 1: What factors caused the leaders of Palomar College to begin the transformation from an instruction to a learning college?

Research Question 2: To what extent, from the perspectives of administrators and faculty members, has the adoption been successful?

Research Question 3: What factors (including management techniques and behaviors) contributed to the current situation?

These questions were used as the foundation to examine Palomar College's organizational change process during the five-month period from January - May, 1999 by using three analysis approaches--*the impetus for change, cultural relevance of change*, and *participants' perception of management techniques used in the change process*. The participant findings are detailed in Chapter Four of this study. These perspectives emerged from the participant's understanding and experiences that converge in a grounded theory of how organizational change is perceived within the case institution. This chapter will present this theory in the form of a model of the Palomar College transformation. An interpretation of findings from three analytic perspectives will be presented in the context of a theoretical model (System Influence Diagram) for each focus group conducted. These interpretations will reveal three different stories from three different perspectives about the same organizational change process. Next, the research questions will be answered based on participant findings. Finally, implications and recommendations for practitioners and researchers based on this analysis will be provided.

A Grounded Theory for Organizational Change
Three Stories

The researcher collaborated with administrators and faculty members in three separate focus group sessions held in February and March 1999. Study group participants in this interactive qualitative analysis shared their experiences and observations about their perceptions regarding the change process from 1991 to the present. Specifically, participants were asked to explore and limit their individual perception about the change process to the current period of this case study--from January to May 1999. Each focus group identified seven thematic variables/affinities, a total of twenty-one, which are presented below representing their perceptions of issues that either facilitated or impeded the organizational change process:

Figure 6: **Themes Identified Among Focus Group Participants**

Themes/Affinities	**Level One Adminis-trators**	**Level Two Adminis-trators**	**Faculty**
Executive Leadership Leadership Leadership	7	1	1
Learning Paradigm * Conference * Communication * Definition	2	2	2
Innovation Technology Evidence of Progress	3	7	6
Governance Structure Structure	5	4	
Planning Planning	6	3	
Accountability Assessment		5	5
Student Focus	1		
Human Resource Development	4		
Culture/Climate		6	
Faculty Issues			3
Resources			4
Protecting Turf			7

Note: The numbers signify the priority of variables in ascending order with 1 being the most important factor, and 7 being the least important as it relates to the change process as perceived by focus group participants.

In addition, focus group participants participated in three separate guided group analysis sessions called an Interrelationship Qualitative Analysis (IQA), to examine how these thematic variables/affinities related to one another within the context of the change process. The researcher guided the participants through a collaborative IQA process in which focus group members analyzed the interconnectedness of system variables and identified major paths of influence among themes (IQA results are presented in Appendices L, M, and N). Participants were instructed to rank the variables/affinities in priority order to determine their relevance of the change process (please refer to Figure 5). In addition, focus group members were asked to determine the relationships among these variables/affinities by comparing the *inputs* (variables viewed as influencing or "driving" other system variables, also referred to as "drivers"), to *outcomes* (variables perceived to be primarily influenced by other contents of the system) in the form of a System Influence Diagram.

The System Influence Diagram (SID) is the final representation of the interactive qualitative analysis process which is the form of a structural or path diagram. The SID serves to remove ambiguities and redundancies from the system, and identifies the patterns of influence or causation among the affinities/variables in the system. The SID from the group process is compared to that produced from theoretical coding of the interviews, and any differences are reconciled to create a synthesized SID. Hence the differences between the priority order of affinities as indicated by participants, and the order designated on the SID. Please refer to Appendix O for a detailed explanation of the process used to convert the IRD to the SID.

The researcher used these data to formulate a theoretical model of the perceived change process at Palomar College. This model provides an illustration of relationships among thematic variables identified by focus group participants associated with the factors of cultural relevance and participant perspectives of the management techniques used in the change process. The System Influence Diagram models are presented prior to each focus group discussion.

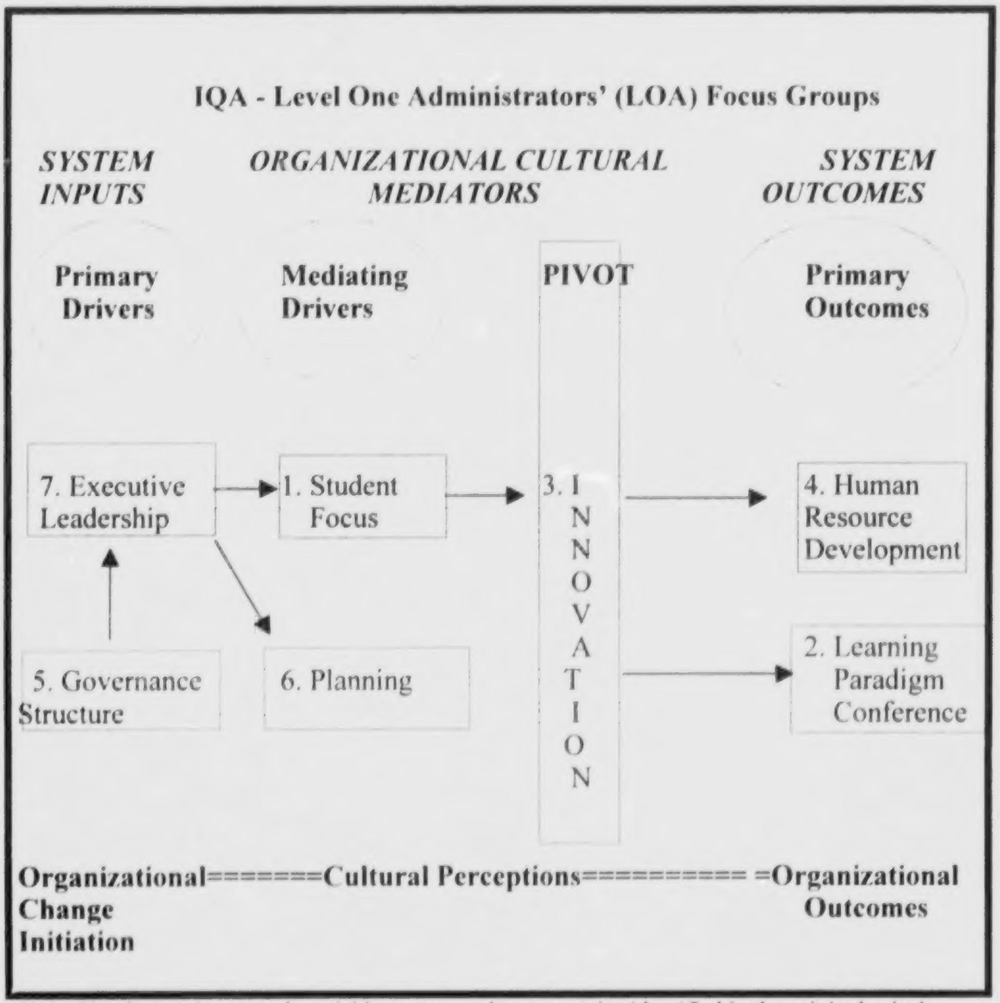
System Variables of the Model

Three different models that include twenty-one major system variables representing the spectrum of issues, influences and effects defining the organizational change process are presented. These system variables were identified by study participants involved in the current change process. A brief caption of the theoretical meaning of these variables/affinities, in addition to a brief summary of the Functional Categories of each model will be presented prior to the Discussion of Study Findings.

Level One Administrators' (LOA) Focus Group

This model provides a systems view of how Level One Administrators perceived the effectiveness of the change process. The model reflects three functional categories--system inputs, organizational cultural mediators (mediating drivers), and system outcomes. The following section will describe the relevance of the system variables, their roles within each functional category, and the relationships among variables as indicated by the position of the arrows.

Figure 7: **System Influence Diagram**


IQA - Level One Administrators' (LOA) Focus Groups
SYSTEM INPUTS
ORGANIZATIONAL CULTURAL MEDIATORS
SYSTEM OUTCOMES
Primary Drivers
Mediating Drivers
PIVOT
Primary Outcomes
7. Executive Leadership
1. Student Focus
3. INNOVATION
4. Human Resource Development
5. Governance Structure
6. Planning
2. Learning Paradigm Conference
Organizational Change Initiation
Cultural Perceptions
Organizational Outcomes

Note: Numbers prior to each variable correspond to categories identified in the original priority order of relevance of the change process as identified by study participants. The IRD was converted to the SID to remove ambiguities and redundancies from the system. Hence, the differences between the original and existing order as indicated on the SID. The position of the arrows identify relationships between concepts in category--arrows that point to each concept (▶) indicate that the concept drives the variable it points to; the pivot column, indicates that this variable can either be identified as a cause or an effect of input or outcome variables.

System Variables of the Model

The seven major system variables of the model are presented below as the issues, influences and effects that delineate the change process as perceived by Level One Administrators who have been involved with the organizational transition process. The following is a brief summary of each conceptual meaning of these variables.

1. **Student Focus** - the ways to demonstrate that the College is focused on approaches to facilitate student success.

2. **Learning Paradigm Conference** - the degree of congruity perceived by administrators to build competence as changes are made to become a learning-centered institution.

3. **Innovation** - the level of creative accomplishments among administrators and faculty.

4. **Human Resource Development** - the degree of commitment for building competence among staff and faculty to implement the change process.

5. **Governance Structure** - the shared governance process brings a level of fear, tension and stress associated with the change process.

6. **Planning** - the degree of complexity related to planning the change process.

7. **Executive Leadership** - the level of effectiveness by the President and the vice presidents.

Functional Categories of the Model

System inputs. The first categories of system inputs in the model, *executive leadership* and *governance structure* consist of two **primary drivers** with the greatest influence on other system variables related to the change process. Study participants identified, *executive leadership* as the component with the greatest influence over the organizational change process. The *governance structure* is also functioning as a system input driver, with the greatest influence over executive leadership. It is interesting to note that the priority order of these affinities are notably different than originally indicated by participants.

Organizational culture mediators. The system inputs have a direct interrelation with the organizational cultural mediators, *student focus* and *planning*, which are held as deep values and beliefs of members of the college. The first set of mediators, *student focus*--demonstrates the focus of the College, and *planning*--the perception of complexity related to planning-- function as **mediating drivers** of the change process. The second set of mediators is considered a **pivot** which indicates that *innovation*--the level of creative accomplishments among administrators and faculty-- can be perceived as either a cause or an effect of primary drivers or primary outcomes.

System outcomes. The **primary outcomes** of the change process are *human resource development*--the investment made to enhance the capability of staff, and the *Learning Paradigm Conference*--a tangible resource for building competence among personnel. Participants identified these variables primary outcomes as evidence that administration is focused on enhancing the understanding of the change process as organizational outcomes.

Relationships within the Model (Path Arrows)

The **arrows** that link components of the model indicate relationships among the system variables/affinities that were identified by the interactive analysis focus group members and are reinforced by other study findings. The solid lines with arrows pointing to components signify a progressive influence within the system from inputs to mediators to outcomes.

System inputs and mediating drivers relationships. The *executive leadership* is perceived as the **primary driver** within the system, in that it drives all other variables. The *governance structure*, due to external policy, is perceived as a major influence for deterring the effectiveness of *executive leadership* and does not indicate a direct relationship to other variables. However, mixed messages from participants strongly suggest that the *governance structure* does have an influence on the *planning* process due to external requirements made on the leadership.

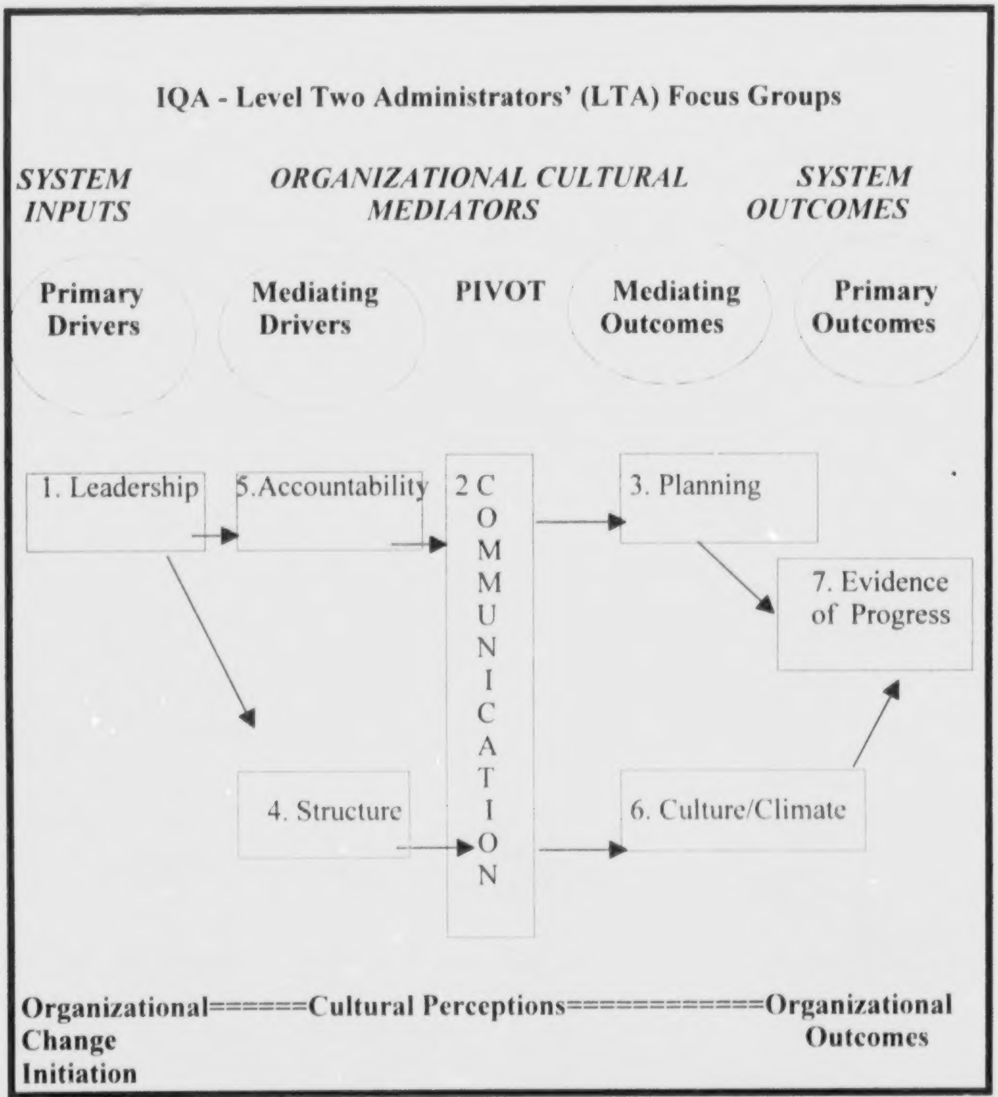
Executive leadership promotes and supports the vision for *a student focus*ed institution and *planning*, as **mediating drivers** for the implementation of *innovations*. However, due to the external mandates of *the governance structure*, the leaders of the college are bound by requirements that impede the *planning* process. As a result of the these external requirements, organizational change is a slow process. However, due to a strong focus on students, many *innovations* have been implemented as evidence that the institution is attempting to transition to a learning-centered college. As a **pivot**, *innovations* can be perceived as as either a cause or an effect of primary and mediating drivers or of the primary outcome. In this case, innovations have influenced the need for continued support from the leadership and as a result, is causing the need for the **primary outcomes**.

Primary outcomes and system outcomes relationships. The two major **primary outcomes** are *human resource development*--considered the degree of commitment by administration for building competence among staff and faculty, and the *Learning Paradigm Conference*--a tangible resource for understanding the change process, and are considered the cumulative effects of all other system variables. Specifically, *executive leadership* wants to ensure that faculty and staff are adequately prepared to focus on students by implementing *innovations* to address students' needs. In addition, the leaders want to ensure that faculty and staff are kept apprised of the latest change strategies and sponsor and support the *Learning Paradigm Conference*. It is the intent of leadership, that individuals who attend this conference can become more knowledgeable about the learning paradigm concept. This in turn will assist individuals in the development of an institutional plan that promotes the transition to a learning-centered college.

Level Two Administrators' (LTA) Focus Group

Like the model presented previously, this model provides a systems view of how Level Two Administrators perceived the effectiveness of the change process. The model reflects three functional categories--system inputs, organizational cultural mediators (mediating drivers and outcomes) and system outcomes. The following section describes the relevance of the system variables, their roles within each functional category, and the relationships among variables as indicated by the position of the arrows.

Figure 9: **System Influence Diagram**


IQA - Level Two Administrators' (LTA) Focus Groups
SYSTEM INPUTS
ORGANIZATIONAL CULTURAL MEDIATORS
SYSTEM OUTCOMES
Primary Drivers
Mediating Drivers
PIVOT
Mediating Outcomes
Primary Outcomes
1. Leadership
5.Accountability
2 COMMUNICATION
3. Planning
7. Evidence of Progress
4. Structure
6. Culture/Climate
Organizational Change Initiation
=====Cultural Perceptions===========
Organizational Outcomes

Note: Numbers prior to each variable correspond to categories identified in the original priority order of relevance of the change process as identified by study participants. The IRD was converted to the SID to remove ambiguities and redundancies from the system. Hence, the differences between the original and existing order as indicated on the SID. The position of the arrows identify relationships between concepts in category--arrows that point to each concept (▸) indicate that the concept drives the variable it points to; the pivot column, indicates that this variable can either be identified as a cause or an effect of input or outcome variables.

System Variables of the Model

The seven major system variables of the model are presented below as the issues, influences and effects that delineate the change process as perceived by Level Two Administrators who have been involved with the organizational transition process. The following is a brief summary of each conceptual meaning of these variables.

1. **Leadership** - the level of leadership effectiveness [by executive administrators].

2. **Communication** - the level of communication among administrators and faculty members associated with the change process.

3. **Planning** - the level of collaboration among administrators and faculty associated with the change process.

4. **Structure** - the perceived quality of the organizational structure.

5. **Accountability** - the degree of institutional performance.

6. **Culture/Climate** - the level of fear, tension and stress associated with the change process.

7. **Evidence of Progress** - the qualities and quantities of institutional performance.

Functional Categories of the Model

System Inputs. The single category of system inputs in the model, is *leadership*--the level of leadership effectiveness. Study participants identified, *leadership* as the **primary driver** with the greatest influence to other variables in leading the organizational change process.

Organizational culture mediators. The primary system input, *leadership*, has a direct interrelation with the organizational cultural mediators, *accountability, structure, communication, planning* and *culture/climate*, which are held as deep values and beliefs of members of the college. The first set of mediators, *accountability*--the degree of institutional performance, and *structure*--the quality of the organizational structure are **mediating drivers** of the change process. The **pivot** component, *communication* is characterized by the level of communication among administrators and faculty members associated with the change process and is perceived as either a cause or an effect of primary drivers or primary outcomes. In this case, communication is perceived as a barrier to the change process due to a lack of clarity regarding the definition of the learning paradigm concept. The second set of mediators are, *planning*--perceived as the level of collaboration among administrators and faculty, and *culture/climate*--the level of fear, tension and stress associated with the change process, function as **mediating** outcomes of the system. Due to the perceived lack of communication for clearly defining the learning paradigm, both *planning* and the *culture/climate* of the institution are perceived as barriers to the change process. *Planning* is not effective due to a *culture/climate* that is conductive to anxiety and fear. This is caused by a lack of understanding for the importance or the method for implementing change which in turn, tends to affect the final set of system variables, organizational outcomes.

System outcomes. The **primary outcome** of the change process is *evidence of progress*--the qualities and quantities of institutional performance which are considered the cumulative effect of all other system variables. Despite the challenges and barriers to implement change, group participants report tangible examples of innovative programs and activites as evidence that changes are being made as an organizational outcome.

Relationships within the Model (Path Arrows)

The **arrows** that link components of the model indicate relationships among the system variables/affinities that were identified by the interactive analysis focus group members and are reinforced by other study findings. The solid lines with arrows pointing to components signify a progressive influence within the system from inputs to mediators to outcomes.

System inputs and mediating drivers relationships. *Leadership* is perceived as the **primary driver** within the system, in that it drives all other variables. Due to external requirements, *leadership* directly influences the need for more *accountability* as a faciltator of the change process. Conversely, the *structure*, due to external policy, is perceived as a barrier for the change process because of shared governance and the time it takes to make decisions. Therefore, *leadership* is limited in terms of how quickly transitions can be made at the

College due to the external requirements of the shared governance *structure* and is characterized as a barrier to expedite organizational change.

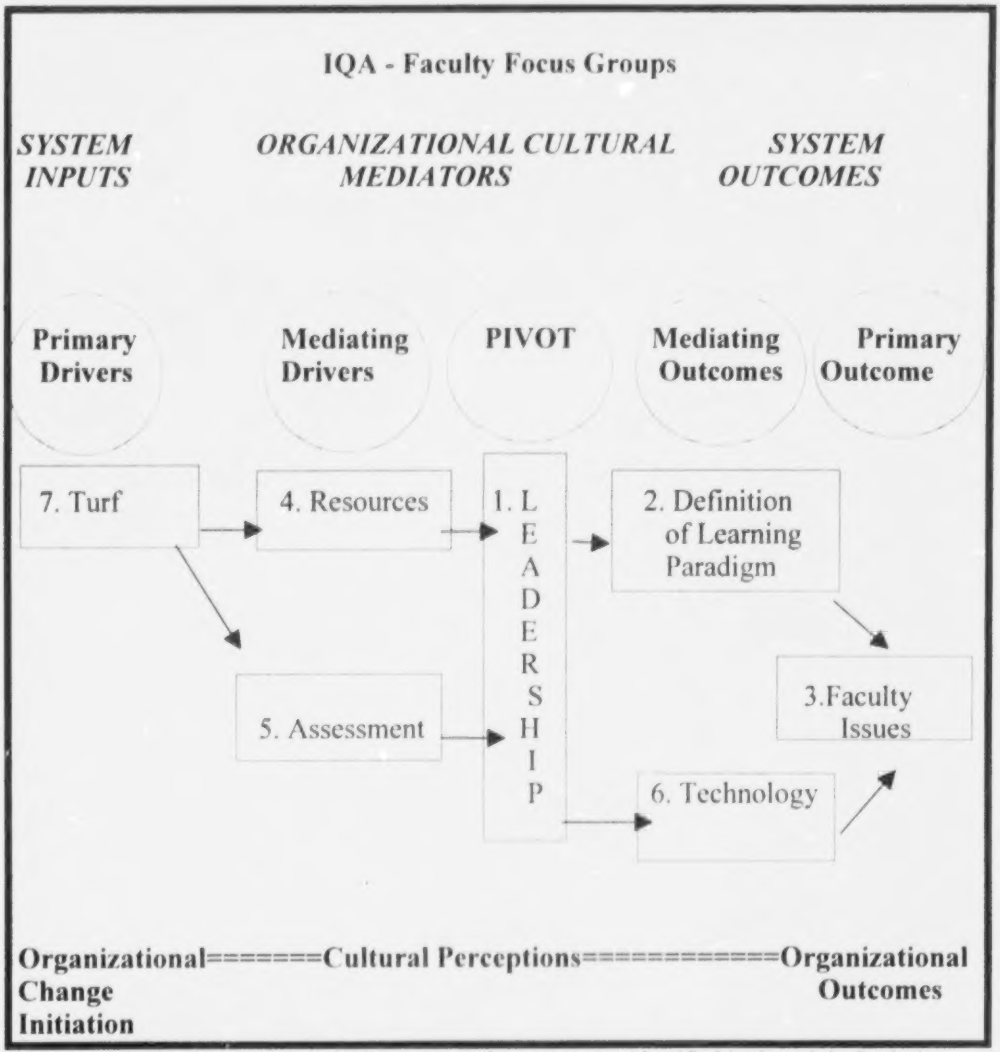
Both *accountability* and *structure* requirements affect the level of communication at the College. Specifically, **communication** is ineffective as it relates to the change process because *leadership* has not been effective in clearly defining the learning paradigm concept or in providing pertinent details on strategies to implement change.

Mediating outcomes and system outcomes relationships. The two **mediating outcomes** are *planning* and *culture/climate.* Communication, perceived as the *pivot* directly affects the level of *planning* that is performed and the attitudes and behaviors that the *culture/'climate* creates. Therefore, *planning* and *culture/climate* are perceived as barriers to change. Nonetheless, examples that gradual change is being made are perceived as *evidence of progress.* However, organizational change has not occurred at this time.

Faculty Focus Group

As previously indicated with other focus groups, this model provides a systems view of how faculty members perceived the effectiveness of the change process. The model reflects three functional categories--system inputs, organizational cultural mediators (mediating drivers and outcomes) and system outcomes. The following section will describe the relevance of the system variables, their roles within each functional category, and the relationships among variables as indicated by the position of the arrows.

Figure 8: **System Influence Diagram**


IQA - Faculty Focus Groups
SYSTEM INPUTS
ORGANIZATIONAL CULTURAL MEDIATORS
SYSTEM OUTCOMES
Primary Drivers
Mediating Drivers
PIVOT
Mediating Outcomes
Primary Outcome
7. Turf
4. Resources
1. LEADERSHIP
2. Definition of Learning Paradigm
3.Faculty Issues
5. Assessment
6. Technology
Organizational======Cultural Perceptions===========Organizational
Change Initiation
Outcomes

Note: Numbers prior to each variable correspond to categories identified in the original priority order of relevance of the change process as identified by study participants. The IRD was converted to the SID to remove ambiguities and redundancies from the system. Hence, the differences between the original and existing order as indicated on the SID. The position of the arrows identify relationships between concepts in category--arrows that point to each concept (▸) indicate that the concept drives the variable it points to; the pivot column, indicates that this variable can either be identified as a cause or an effect of input or outcome variables.

System Variables of the Model

The seven major system variables of the model are presented below as the issues, influences and effects that delineate the change process as perceived by Faculty Members who are familiar with the organizational transition process. The following is a brief summary of each conceptual meaning of these variables.

1. **Leadership** - the level of leadership effectiveness.

2. **Definition of Learning Paradigm** - the lack of clarity related to defining the learning paradigm [concept] or learning-centered institution.

3. **Faculty Issues** - the level of collaboration among faculty members, and between faculty and administrators associated with the change process.

4. **Resources** - the degree of commitment by the institution to implement the change process.

5. **Assessment** - the quality of commitment to student learning.

6. **Technology** - the level of creativity in the work of faculty and administrators.

7. **Protecting Turf** - the degree of complexity that turf creates between faculty and administrators.

Functional Categories of the Model

System inputs. The first category of the system inputs in the model, *protecting turf* functions as the **primary driver** with the greatest influence on other system variables. Study participants agree that *protecting turf* has become a barrier to the change process. It is interesting to note that priority order of these affinities as compared to the original order indicated by participants.

Organizational culture mediators. The system inputs have a direct interrelation with the organizational cultural mediators, *resources, assessment, leadership, defining the learning paradigm and technology* which are held as deep values of members of the college. The first set of mediators, *resources*--demonstrates the degree of commitment by the institution to implement the change process, and *assessment*--signifies the quality of commitment to student learning-- function as **mediating drivers** of the change process. The second mediator is considered a **pivot** which indicates that *leadership*-- the level of leadership effectiveness-- can be perceived as either a cause or an effect of primary drivers or primary outcomes. In addition, the second set of mediators, *definition of learning paradigm*--perceived as the lack of clarity about the conceptual understanding of this term, and *technology*--perceived as the level of creativity in the work of faculty and administrators as it relates to the change process--functions as the **mediating outcomes** of the system. These outcomes tend to influence the final set of system variables, *faculty issues* as the organizational outcomes.

System outcomes. The **primary outcome** of the change process is *faculty issues*--perceived as the level of collaboration for implementing the change process among faculty members and between faculty and administrators.

Participants identified this primary outcome as an inhibitor of the change process as the organizational outcome.

Relationships within the Model (Path Arrows)

The **arrows** that link components of the model indicate relationships among the system variables/affinities that were identified by the interactive analysis focus group members and are reinforced by other study findings. The solid lines with arrows pointing to components signify a progressive influence within the system from inputs to mediators to outcomes.

System inputs and mediating drivers relationships. Study participants agreed that when faculty members focus on only *protecting* [their] *turf*, as the **primary driver** within the system, organizational change is stalled because it drives all other variables. *Protecting turf* creates the need for *resources* as **mediating drivers** and incentives to support the implementation of organizational change. Even though external requirements are made by the State, faculty members continue to resist supporting an *assessment* process because it may mean faculty will have to change the way they teach.

Leadership is considered **pivotal** as a **mediating driver** that responds to faculty turf issues. Participants agree that if change is to occur, *leadership* must address the *turf* issues that faculty impose by providing more *resources* as incentives to support the change process, and to initiate an assessment process that will not impinge faculty members.

Mediating drivers and mediating outcomes relationships. The **mediating drivers**, *resources* and *assessment*, are influenced by the **primary driver**, *protecting turf,* and in turn, influence the effectiveness of *leadership*. Study group participants associated mediating drivers as important cultural beliefs found throughout the college. The **pivotal** component *leadership* is perceived with conflicting beliefs about its effectiveness. It is perceived as an inhibitor to the change process due to the lack of clarity in defining the *learning paradigm*, a **mediating outcome** but is perceived as a facilitator in that leadership supports and promotes innovative *technology*, a **mediating outcome.** One **mediating outcome**, the *definition of the learning paradigm,* is perceived as an underlying subculture tension derived by an unclear understanding among administrators, faculty, and staff. On the other hand, the second **mediating outcome,** *technology,* is perceived as a cultural value that promotes change in becoming a learning-centered institution.

Mediating outcomes and system outcomes relationships. The two mediating outcomes, *definition of learning paradigm* and *technology* are critical in deterring the **primary outcome**, *faculty issues*. Participants agree that when the *learning paradigm* concept is clearly defined as new *technological* advances are made, faculty will be more supportive of the change process. Participants agreed that unless leadership addresses the needs of faculty, organizational change could be stalled. On the other had, if these issues were resolved, faculty members would more strongly support the change process as an organizational outcome.

The twenty-one variables/affinities are grouped below by focus groups to illustrate the **primary drivers, mediating drivers** and **outcomes** and **primary outcomes** of this discussion.

Figure 10: **System Influence Diagram:**

Results of Three Focus Groups

FOCUS GROUPS	PRIMARY DRIVERS	MEDIATING DRIVERS	PIVOT (can be either cause or effect)	MEDIATING OUTCOMES	PRIMARY OUTCOMES
Level One Administrators (LOA)	Leadership Governance Structure	Student Focus Planning	**Innovation**		Human Resource Dev. Learning Paradigm Conference
Level Two Administrators (LTA)	Leadership	AccountaBility Structure	**Communication**	Planning Culture/ Climate	Evidence of Progress
Faculty	Protecting Turf	Resources Assessment	**Leadership**	Definition of Learning Paradigm Technology	Faculty Issues

BEST COPY AVAILABLE

DISCUSSION OF STUDY FINDINGS

Research Question One: Developmental Analysis

The first research question asks to identify the factors that inspired the leaders of Palomar College to begin the organizational transformation process. The theoretical model of Palomar College's organizational change process reflects how individuals perceive the change process and identified pertinent factors that are integrated within the culture of the college. These factors have influenced the need for change in two primary areas: **external** requirements that consist of *accountability, assessment*, concern for the *governance structure* and the impact it makes on *leadership*; and, **internal** values that *include student focus, resources, communication, innovation, technology, planning* and the need to address *faculty issues*. These factors influenced the need for creating a new mission statement which was based on the learning paradigm concept.

As noted in Chapter Four, California legislators, taxpayers, parents and students began to demand a more quality product from community colleges. In 1978, California began an educational reform movement and passed Proposition 13 which increased the intervention and micro-management of community colleges by the legislature. Proposition 13 also created a State-determined finance system to be locally governed that forced community colleges to become more dependent on the legislature. In addition, community college budgets were cut and students were charged tuition for the first time.

Perhaps the most influential impetus for change was the passage of Assembly Bill 1725 that instituted a shared governance structure for community colleges. The new structure gave faculty and students a much stronger power base in decision-making and institutional planning. In 1990, The Model Accountability System was adopted that emphasized performance outcomes for the governance structure, program-based funding, staff development, affirmation action, employment polices and specifically, accountability measures in seven areas. With over 1,200 external requirements to meet, the leaders of Palomar College were forced (Fullan, 1982) to begin an organizational transformation process that focused on student outcome measures.

Initially, the legislated shared governance structure was perceived as an opportunity to enhance collegiality between the faculty and administration which many theorists perceive as a facilitator of change (Roueche & Baker, 1983; Little & McLaughlin, 1993; Rosenholtz, 1989; and Dorsch, 1998).

To ensure that the new structure would be effective in making the organizational changes required to meet the external requirements, the leaders of the college led the process to create a shared vision (Roueche & Baker, 1983; Roueche, Baker & Rose, 1989; Senge, 1990 and Covey, 1992). The new mission statement was based on the learning paradigm concept focused on student learning outcomes (Boggs, 1993; Barr & Tagg, 1995; and Tinto, 1987).

In summary, due to the California educational reform movement, community colleges became more dependent on State funding in exchange for accountability and performance. To ensure that these reform requirements were met, the mission of the college was changed to focus on student learning outcomes based on the learning paradigm concept which became the impetus for changing the organizational structure of the college.

Research Question Two: Cultural Analysis

The second research question addresses the impact of the change process on individuals within the organization. The organizational culture is defined by values and beliefs of the organizational members. The cultural analysis of Palomar College's change process revealed organizational values and ideas that influenced the acceptance or resistance of the change process by its members.

The design of this study was to understand the cultural values and beliefs by members of the organization through observations and interviews as it pertained to the change process. Several cultural values emerged from three separate focus group sessions that were validated by interviews with early advocates and members of the executive leadership team. It is important to note that the leaders of the college created a shared vision prior to initiating the change process (Dolence & Norris, 1995) that members of the college supported.

Level One Administrators identified *student focus, planning* and *innovation* as cultural values, while Level Two Administrators perceived *accountability, structure, communication, planning and culture/climate* as key values. Faculty members identified *resources, assessment, leadership, technology* and the need for a clearer *definition of the learning paradigm* as important cultural values. In some instances these cultural values were consistent among the groups while others led to conflict among some members of the focus groups. Some of these factors, *structure, communication, planning, leadership,* and *definition of learning paradigm*, will be more appropriately discussed in the analysis of Research Question Three.

Administrators and faculty agree that some changes are taking place and are working together (Oakley & Krug, 1991) to ensure that *student focus, innovation* and *technology* are cultural values that will continue to facilitate the process of becoming a learning-centered institution. When visible signs of innovation are present individuals are more willing to support the change process (Nixon, 1996). The executive leadership team and early advocates also agree that gradual changes are being made to facilitate the creation of a student centered learning environment.

Nonetheless, there are also cultural values with which study participants disagree. Level Two Administrators perceive *accountability* as an important value to facilitate change and to meet external requirements. Even though, faculty perceive *assessment* as important they resist changing their role and the way they teach to become more *accountable* because it is contrary to the autonomy of which they have become accustomed (Roueche, Taber, Roueche, 1995; Guskin, 1994a; Guskin 1994b; Dolence & Norris, 1995). However, faculty members seem to be more open and supportive of change when adequate *resources* are provided as incentives to explore new ideas (Fullan, 1982; Davis & Botkin, 1994; Scott, 1998).

Level Two Administrators perceive the overall *culture/climate* as a barrier to change due to the tension and anxiety that exists within the culture. This shared belief is consistent among all focus group participants due to an unclear understanding or mis-understanding of the learning paradigm concept and the elements required to implement organizational change (Kotter & Schlesinger, 1991).

The cultural analysis of values and beliefs among focus group participants revealed that when transition is perceived to reinforce the college mission statement, it was supported (Baldridge & Deal, 1983), but when it was perceived as conflicting with strongly-held values and beliefs it was resisted (Brouwer, 1991). Perhaps the most subtle barrier to the change process is the tension and anxiety that exists within the culture due to an unclear understanding of the learning paradigm concept. This situation results in an ambiguous response about certain areas of the change process that it is neither accepted nor rejected and many individuals simultaneously support and oppose parts of the change process.

Research Question Three: Participant Analysis

The final research question addresses conclusions from the Palomar College faculty and administrators based on their perceptions of the management techniques used in the current change process. Participant perceptions emerged from individual and focus group interviews, observations and were verified by a document analysis. Major findings related to *leadership* and *planning*, *communication (learning paradigm concept)*, *protecting turf (faculty issues)* and *innovation* as commonly viewed management techniques that impede or facilitate the current organizational change process and are discussed below.

Leadership and **Planning**. As outlined previously, *leadership* emerged as a thematic variable among all study participants including early advocates and members of the leadership team, as a major component for managing the change process. According to Drucker (1994), Gleazer (1998), Schlesinger, Sathe, Schlesinger and Kotter (1992), to effectively initiate change, leaders must first change the attitude and behavior of the individuals. This can be a monumental task. When leaders are unsuccessful in this area, organizational change will not occur. In this case, all study participants agree that the current leadership is successful in establishing a mission statement that supports innovation but overall, perceive the current non-confrontational and non-assertive leadership style as a barrier to true organizational change.

In addition, faculty participants perceive *leadership* as either a cause or effect of the current change process. They expressed a need for the members of the leadership team to be highly competent and knowledgeable about how to execute the change process (Lorsch & Lawrence, 1967). All study participants agree that leadership power is limited due to the shared governance structure imposed by the legislature. According to Report of the Commission on the Academic Presidency (1996), shared governance has weakened the role of the presidency.

In this case study, it is evident that due to the external pressures and a governance structure created by the State, leadership can often be mis-perceived.

Planning was a second primary thematic variable among all study participants, with the exception of faculty, perceived to be a barrier to the current change process. According to many theorists, if change is to be supported and to succeed, faculty must drive the planning process (Merseth, 1997; Dunhan, 1995; Roueche & Baker, 1983; Guskin, 1998; Fullan, 1983). All study group participants agree that the current planning process is a barrier to organizational change due to the absence of an institutional strategic plan that is linked to resource allocations. In addition, an underlying tension and mistrust of the planning process exists among many study participants. The president explained that the planning process has been stalled due to a turnover of the executive team. However, faculty leaders are not currently involved nor committed to the planning process. Due to these constraints, the lack of institutional planning linked to resource allocations is perceived as a barrier to the change process.

Communication about the **learning paradigm** emerged as a thematic variable among all participants as a barrier to the change process. A dynamic communication process (Kahne, 1994), and shared vision (Roueche & Baker, 1983; Roueche, Baker & Rose, 1989; Senge, 1990; Covey, 1992) is critical to implementing change. Although a mission statement was established based on the learning paradigm, and supported by most of the college community, many study participants do not have a clear understanding of how to implement the changes required for becoming a learning-centered institution. Faculty participants are passive in their support and commitment to the messengers who communicate the need to become a learning-centered institution. Therefore, change is weakened (Baldridge & Deal, 1975). Nonetheless, there are those few faculty members who are committed to the learning paradigm concept and have been successful with the implementation of innovative programs. It is interesting to note, that as the researcher conducted classroom observations, those faculty members who strongly opposed the learning paradigm concept were using many of the learning strategies defined by its advocates. Most participants agree that if the learning paradigm concept was clearly defined, more faculty members would become supportive and would facilitate the organizational change process.

Protecting Turf. Faculty participants agreed that the greatest barrier to the change process is due to faculty members who continue to look inward and protect their turf as opposed to being committed to the institution (Dunham, 1995; Brouwer,1991; Zaltman & Duncan, 1997). Study participants concur that some faculty impede the change process through their lack of understanding or mis-understanding about the learning paradigm concept (Kotter & Schlesinger, 1991). In addiiton, faculty resist the change process because it is not driven by faculty as the primary change agents (Dunham, 1995). As a result, faculty are passive and the change process is considered weak by many individuals (Baldridge & Deal, 1975).

Innovation. All study participants perceived *innovation* as the primary facilitator of change. The thematic variables include *innovation* and *technology* as examples to demonstrate that changes are being made. In addition, administrators perceive *human resource development* and sponsoring the *Learning Paradigm Conference* as *evidence of progress* that organizational outcomes do reflect change. Fullan (1982) argues that visible and quality innovations can be a strong facilitators of change. In this case, it is evident that all study participants agree that gradual innovative transitions are being made to focus on student's success. In addition, all participants concur that the existing innovations are the greatest motivation for true organizational change to occur.

In summary, from the participant's perspective, the management techniques currently used in the change process are perceived as both impeding and facilitating the transition process. Currently, there is a mis-understanding and confusion related to the definition of the learning paradigm concept, and about the strength of leadership. Nevertheless, there is evidence that gradual change is. occurring and that study participants are motivated by these changes.

IMPLICATIONS AND RECOMMENDATIONS

This study has presented the challenges that change creates based on the organizational process in a single community college. Despite these challenges, many innovative programs have been implemented as evidence that gradual progress is being made. Many study participants concur that change is characterized by stress, tension and anxiety associated with the management techniques used in the change process. These challenges and concerns emphasize the difficulty of managing a transition process that will yield long-term results. This study substantiates the literature related to challenges and resistance that leaders of community colleges will encounter as they realign, redesign, redefine and reengineer (Dolence & Norris, 1995) the organizational structure of their institutions. The findings of this study suggest that to successfully manage an organizational change process will depend on the individual's perceptions about the values and beliefs and understanding associated with the need for change.

Based on the findings of this study the following implications and recommendations for practice are provided.

1. **Climate for Change**. When the institution is prepared for change the climate needs to be cultivated by addressing the needs for communication about the strategy that will be used to manage the change process. If time has elapsed and individuals are still resistant to change, it may be necessary to change the messengers, the framework and the vocabulary. Additionally, it might be beneficial to create a new independent and collaborative leadership team who can effectively articulate the concepts of change so that participants will clearly understand and support the transition process. This can be accomplished in several ways:

    * Hold one-to-one conversations with individuals about change concepts;

    * Conduct college-wide roundtable sessions to discuss change concepts;

    * Hold a Transformation Workshop (2 1/2 days) to discuss what is meant by the change process;

    * Create teams who can identify core processes to implement the academic changes required.

    To create a strong culture of change, faculty must be very involved in the process and many will have to be encouraged to become innovative risk-takers (Senge, 1990) if true change is to occur.

2. **Strategic Planning**. Once individuals have become clear about the concepts of change, it is critical that they participate in a collaborative process to design a comprehensive action plan for implementing the change. This plan will state clear and meaningful goals and outcomes that are linked to resource allocations. However, caution must be taken about generating a "surface" collaborative process (Hargreaves, 1993) as it will stall the change process and create a climate of mistrust about the planning process.

3. **Innovation.** It will be important for change agents to take full advantage of and showcase the innovative activities that exist as an approach to maintaining the momentum and evidence of success required for the acceptance and implementation of an institutional strategic plan. As resources are provided to initiate innovative programs, individuals will become more encouraged to participate in the change process.

RECOMMENDATIONS FOR FURTHER STUDY

This study represents an investigation of a change process based on the learning paradigm concept. Qualitative grounded theory was used as the design of the methodology to investigate the impetus for change, the cultural relevance of change, and the participant's perception of the management techniques used in the change process. The intent of this research was to identify factors that impede and facilitate the change process from the participant's perspective and experiences. The purpose of this process was to ascertain an understanding of this situation to better inform practitioners and to suggest further study. The findings from this study suggest further study is needed in three areas.

1. A study of the learning paradigm concept is suggested. Educational reform that emphasizes student learning has been in existence for several years, however, the term, "learning paradigm" was first introduced in 1995. The study could specifically derive at an understanding of the distinction between the learning paradigm concept with similar already existing learning techniques. In addition, this study can determine the best practices that can be used to communicate and implement new strategies related to the learning paradigm concept.
2. A study specifically designed to understand the procedures involved in the developmental stages of a change process in a community college setting. The study could specifically focus on better understanding of how to

manage a change process where external requirements conflict with the internal cultural values and beliefs of a community college during the initial phase of the change process. These findings could be added to the present discourse on change and become a valuable resource to community college agents.

2. This case study was designed using a new methodological approach, *interactive qualitative analysis*, as described in Chapter Three. Three separate focus groups of study participants were involved in generating and analyzing data that pertained to the change process. The future replication of this methodology model would offer valuable insight into the study method and findings grounded in the participants' construction of future research.

CONCLUSIONS

Community colleges will be forced to change the organizational structure of their institutions to address the social, political and economical requirements made by legislatures, taxpayers, parents and students in the next millennium. These stakeholders will require quality performance outcomes in exchange for resources and support. Future funders will continue to decrease resources and increase the demands made on community colleges (Dolence & Norris, 1994). As the demographics change in the United States, the need to provide quality education for an educated citizenry will be one of the greatest demands made on community colleges (Roueche & Roueche, 1999). If student needs are not addressed by the community college of their choice they will go elsewhere (Roueche, Roueche, Milliron, 1995; O'Banion, 1997). Therefore, it will be necessary for community colleges to change the organizational structure to ensure that these needs are addressed.

The California legislature has set high performance requirements for the fiscal and program-based activities in the community college system. These requirements have forced community colleges to change the organizational structure of their institutions to adequately meet these new standards. Change creates stress, tension and confusion among the individuals of the institution and can become a very slow process (Drucker, 1994; Schlesinger, Sathe, Schlesinger

& Kotter, 1992). To this end, change agents will require tenacity and patience in managing change (Bogue, 1985).

This case study contributes to the understanding of the challenges that leaders of community colleges will encounter when making change by offering an in-depth view of a single institution's experiences of attempting to initiate change. In addition, this study has investigated the external demands that force change, and how changes affect the cultural perception of management techniques used from the perspective of members within the institution. The study also examines the learning paradigm concept as the foundation for the change process and suggests further research. Ultimately, this study demonstrates the use of *interactive qualitative analysis* as the research methodology. Three separate focus groups were conducted where participants were directly involved in data analysis to determine a grounded theory of their perceptions and experiences about the current change process.

The researcher examined the change process from January to May, 1999 from the focus group participants' perception. It is evident to the researcher that the change process has been difficult for individuals within the institution, yet, there are some members of the college who have embraced the change process. There is tangible evidence that innovative activities and programs are being implemented. It also became apparent that some of the strongest faculty nresistors to the change process are implementing the very activities that support and demonstrate the very concepts that they claim to resist. Therefore, it was evident that many faculty members have not taken the responsibility to learn and understand the definition of the learning paradigm. Clearly, there is a misunderstanding of the scope and meaning of the learning paradigm concept, which is the foundation of the change process.

This study is also a reminder of the breadth of the change process and the challenges that change agents will encounter. It will be important for leaders of change to ensure that members of the institution understand the reason for change, the foundation of the change process, and the methods that will be used to implement the change process. In addition, individuals must be invited to collectively determine a common framework *prior* to initiating the change process. Above all, this study provides the need for a systematic communication approach. Members of the institution must not only understand the need for change, but they must perceive the value of their involvement and accountability to its success. Unless there is clarity about the conceptual need for change, members will resist and polarize the process.

Palomar College has been singled out as a flagship community college that is in the process of becoming a learning-centered institution. The president of the college is focused and persistent in leading the members within the institution to focus on student learning despite the many external requirements and internal challenges that exist. The early advocates and members of the executive leadership team are committed to gradually make the necessary changes required as long as they do not conflict with legislative standards. The administrators and faculty are committed and focused on providing opportunities for students to succeed. Nonetheless, even after seven years, the College is still in the early stages of seaching for strategies to effectivly become a fully evolved learning-centered insitution. Above all, Palomar College is committed to creating an environment that puts students first despite the difficult challenges that currently exist.

APPENDIX A

GENERAL MODEL OF SOCIAL ANALYTICS

TRADITIONAL QUALITATIVE RESEARCH		**INTERACTIVE QUALITATIVE ANALYSIS**
	COLLECT TEXT	
Interviews, Surveys, Observation, Documents	**[Induction]**	Brainstorm
Thematic Analysis	***GROUP CONCEPTS***	Affinity Diagram
Theoretical Coding	***IDENTIFY PATTERNS***	Interrelationship Digraph
	[Deduction]	
	HYPOTHESIZE - RELATIONSHIPS	Grounded Theory

APPENDIX B

RESEARCH CONSENT FORM

I hereby grant Rachel Ruiz permission to audio tape this interview/focus group session for the purpose of the research project she is conducting for her doctoral dissertation (as a graduate student at The University of Texas at Austin) on the Palomar College transformation process. I understand that she will be sharing summary findings from this study (without attribution) with members of administration and faculty at Palomar College in December 1999. I understand that any information obtained in connection with this study and that can be identified with me will remain confidential and will be disclosed only with my permission. I also understand that I am under no obligation to participate in this study and that my decision whether or not to participate will not affect my future relations with Palomar or the University of Texas at Austin.

Signed: ______________________ Date: ______________

Title: ______________________ Extension: __________

Department: ____

Years Employed at Palomar: ________

I hereby grant Rachel Ruiz permission to quote my statements, without attribution (that is, anonymously), in the reporting of this study. [*This is optional!*]

Signed: ______________________ Date: ____________

Check here if you want a copy of this form for your records. ☐

****

Rachel Ruiz
2155 Lemon Ave.
Escondido, CA 92025
(760) 741-2522 rachelr@ix.netcom.com

APPENDIX C

STUDY PARTICIPANTS

ADMINISTRATION	FACULTY
CEO	Behavioral Sciences
VP Instruction	Behavioral Sciences
VP Student Services	Behavioral Sciences
VP Finance/Administration	Speech/Forensics
Institutional Research	Speech/Forensics
Community Learning Resources	Trade & Industry
Vocational Technology	ESL
Math & The Natural Health Sciences	Child Development
Student Support Services	Athletics
Counseling	Earth Sciences
EOPS	English
Professional Development	Performing Arts
Tenure Review & Evaluation	Reading Services
Matriculation	Public Safety Programs
Athletics	
Enrollment Services.	
Library Services.	
Educational TV	

APPENDIX D

FOCUS GROUP INTERVIEW PROTOCOL
Phase I - February, 1999

Focus Group Introduction:
[BEGIN WITH CONSENT PROCESS AND EXPLANATION OF STUDY]

State Focus Group Objectives:
Today we will be sharing in a focus group to explore YOUR perspectives of the transformation process at Palomar. This form of interview hopefully offers a closer look at the HOW'S about the transformation process and gives you the opportunity to hear what your colleagues think.

Explain the Principles:
Ground rules for successful focus groups.
[*WRITE ON NEWSPRINT & PLACE WHERE VISIBLE TO ALL*]

a. Speak one at a time (record thoughts if someone else speaking)
b. Keep discussion on the focus of the whole
c. The quality of information generated depends on full participation of all present (but don't feel compelled to make up a response)
d. We pledge to keep confidentiality, and ask that you do also
e. No official breaks, so follow your own needs
[*ASK EACH PERSON TO ACCEPT THESE PRINCIPLES*]

Reminders:
[TIME THE DISCUSSION; BRING DISCUSSION TO CLOSURE; BUILD TRANSITIONS; WATCH BODY LANGUAGE, BOREDOM; DON'T LET PEOPLE MAKE SPEECHES; GIVE VERBAL SUMMARIES; PROBE!!]

Focus Group Question: (used for all three focus group sessions)

Based on your experience at Palomar, identify the positive and negative issues, strategies (management techniques) associated with the transition process to become a more learning-centered institution within the past 7 years.

[*SILENT BRAINSTORM; AFFINITY GROUPING; CLARIFICATION OF EACH AFFINITY IDENTIFIED; NAME AFFINITY CATEGORIES*]

APPENDIX E

FOCUS GROUP "LEVEL ONE ADMINISTRATORS"
INTERVIEW QUESTIONNAIRE

(based on focus group analysis)

Phase I - April, 1999

1. **Student Focus** - components of a learning-centered college.

1.1 How do you define instituting a student focused institution?

1.2 What caused Palomar to become a more student focused institution?

1.3 How do you think students will benefit from attending a student-focused college?

2. **Learning Paradigm Conference** - the degree of congruity perceived by deans to build competence as changes are made to become a learning-centered institution.

2.1 What are the benefits of holding an annual Learning Paradigm conference?

2.2 Why is the Learning Paradigm Conference relevant?

2.3 How does the LPC facilitate the change process at Palomar?

3. **Innovation** - the level of creativity in the accomplishments of administrators and faculty.

3.1 What are the major characteristics of the innovations you have described?

3.2 Why were these innovations implemented?

3.3 How will these innovations benefit students?

4. **Human Resource Development** -the degree of commitment for building competence among staff and faculty to implement the change process.

4.1 What do you hope to accomplish by making an investment in human resources?

4.2 Why was the decision made to invest in human resources?

4.3 How do you think staff will benefit by the investment in human resources?

5. **Governance Structure** - [shared governance] the level of fear, tension, and stress associated with the change process.

5.1 What is the purpose of the current governance structure?

5.2 How was this structure designed?

5.3 How does this structure affect your ability to administer the change process?

6. **Planning** - the degree of complexity related to planning the change process?

6.1 What is the major characteristic that best describes the planning implementation process?

6.2 What motivates the current implementation process?

6.3 How does the current planning process affect the change process?

7. **Executive Leadership** - the level of executive leadership effectiveness.

7.1 What is the most prevalent management technique [style] used by executive leadership in leading [managing] the transition process?

7.2 What factors have contributed to this strategy (management techniques)?

7.3 How does this leadership strategy affect the behavior of staff to participate in the change process?

APPENDIX F

FOCUS GROUP "LEVEL TWO ADMINISTRATORS " INTERVIEW QUESTIONNAIRE

(based on focus group analysis)

Phase I - April, 1999

1. **Leadership** - the level of leadership (CEO and Vice Presidents) effectiveness.

1.1 What is the most prevalent strategy (management technique) used by the current leadership?

1.2 What factors create this leadership strategy?

1.3 How does this leadership strategy affect the behavior of staff to participate in the change process?

2. **Communication** - the level of communication among administrators and faculty members associated with the change process.

2.1 What is your understanding of the communication process at Palomar?

2.2 What causes this flow of communication?

2.3 How does this communication process affect the behavior of staff to participate in the change process?

3. **Planning** - the level of collaboration among administrators and faculty associated with the change process.

3.1 What is the major characteristic of the current planning process?

3.2 What motivates the current planning process?

3.3 How does the current planning process affect your ability to participate in the change process?

4. **Structure** - the quality of the organizational structure.

4.1 What is the purpose of the current organizational structure?

4.2 How was this structure organized?

4.3 How does this structure affect your ability to administer the change process?

5. **Accountability** - the degree of institutional performance.

5.1 What are the advantages of becoming a more accountable institution?

5.2 What was the impetus of becoming a more accountable institution?

5.3 How will becoming a more accountable institution benefit students?

6. **Culture and Climate of the Organization** - the level of fear, tension, and stress associated with the change process.

6.1 What are the major characteristics of the current culture and climate at Palomar?

6.2 What factors contribute to the existing culture/climate?

6.3 How does the culture/climate affect the behavior of staff to implement the change process?

7. **Evidence of Progress** - the qualities and quantity of institutional performance.

7.1 What are the qualities that signify the evidence of progress (innovations)?

7.2 What factors contributed to this progress?

7.3 How will these evidences of progress affect the behavior of staff to become involved in the change process?

APPENDIX G

FOCUS GROUP "FACULTY" INTERVIEW QUESTIONNAIRE

(based on focus group analysis)

Phase II - April, 1999

1. **Leadership** - the level of leadership effectiveness.

1.1 What are the most prevalent strategies (management techniques) used by the current leadership?

1.2 What factors create this leadership strategy?

1.3 How does this leadership strategy affect the behavior of staff to participate in the change process?

2. **Definition** - the lack of clarity related to defining the learning paradigm or learning-centered institution.

2.1 What is the most accepted definition of the learning paradigm?

2.2 What causes the lack of clarity in defining the learning paradigm?

2.3 How does the lack of clarity related to defining the learning paradigm affect the behavior of faculty to participate in the change process?

3. **Faculty Issues** - the level of collaboration among faculty members, and between faculty and administrators associated with the change process?

3.1 What are the most prevalent faculty issues related to the change process?

3.2 What contributes to these issues?

3.3 How do these issues affect the ability of faculty to become involved in the change process?

4. **Resources** - the degree of commitment by the institution to implement the change process?

4.1 What kind of resources are available to faculty to participate in the change process?

4.2 What contributes to the availability of these resources?

4.3 How do these resources affect the behavior of faculty to become involved In the change process?

5. **Assessment** - the quality of institutional commitment to student learning?

5.1 What are the advantages of the assessment process?

5.2 What is the impetus for creating an assessment process?

5.3 How will the assessment process benefit students?

6. **Technology** - the level of creativity in the work of faculty and administrators.

6.1 What are some of the new technological innovations?

6.2 Why were these technological innovations implemented?

6.3 How will these new innovations affect the student's progress?

7. **ProtectingTurf** - the degree of complexity that turf creates between faculty and administrators.

7.1 What are the most prevalent turf issues held by faculty?

7.2 What operational factors contribute to these issues?

7.3 How do these turf issues affect the behavior of faculty to participate in the change process?

APPENDIX H

FOCUS GROUP "COMMON CATEGORY" INTERVIEW QUESTIONNAIRE

Phase II - April, 1999

(used with all focus group participants)

1. Leadership

How do you think (deans/directors/faculty) view the leadership style used here at Palomar?

Deans:
Directors:
Faculty:

2. Innovation; Evidence of Progress; Technology

How do you think (deans/directors/faculty) view innovation, evidence of progress, technology at this time?

Deans:
Directors:
Faculty:

3. Planning

How do you think (deans/directors/faculty) view the planning process here at Palomar?

Deans:
Directors:
Faculty:

4. Learning Paradigm; Culture/Climate; Definition (Learning Paradigm)

How do you think (deans/directors/faculty) view LP, Culture/Climate, and Definition of learning paradigm at this time?

Deans:
Directors:
Faculty:

5. Governance Structure (shared governance); Structure

How do you think (deans/directors/faculty) view the governance structure at this time?

Deans:
Directors:
Faculty:

6. Accountability and Assessment

How do you think (deans/directors/faculty) view accountability and assessment at this time?

Deans:
Directors:
Faculty:

7. Investment in Human Resources and Resources

How do you think (deans/directors/faculty) view the investment in human resources and [other kinds of] resources at this time?

Deans:
Directors:
Faculty:

8. Do you believe this campus is student focused? If so, how?

Directors:
Faculty:

9. How do you feel about the current communication regarding the change process at his time?

Deans:
Faculty:

10. What are some issues (concerns) associated with faculty involvement in the change process?

Deans:
Directors:

APPENDIX I

AFFINITY DIAGRAM
Level One Administrators' FOCUS GROUP

1. Student Focus

Palomar Mentors	+	Students
Learning Communities	+	Students
People-Software	+	Students
Development of www pages registration	+	Students
Development & academic computing unit	+	Students
Opportunity to develop & obtain innovative grants w/faculty to fund learning-centered projects free of usual restraints	+	Admin & Faculty
Fast track non-traditional scheduling	+	Students
Assessment of learning process/ ALP	+	Faculty

2. Learning Paradigm Conference

Assign Flynn to organize conference & Virtual Tech Conf.	+	Admin
Allowing Flynn to fund Conf through the Foundation(separate $)	+	Admin
Scholarships for staff to attend Conf.	+	Admin & Faculty
Faculty development on learning paradigm techniques	+	Faculty
Post conference feedback sessions w/conference participants	+	Faculty & Admin
Support for conference	+	Both

3. Innovation

Maverick projects	+	Admin
Setting up an innovative fund	+	Admin
Shared resources/facilities multi-division labs	+	Admin
Development of advancement		

fund foundation	+	Admin
Hire grant writer; support for innovation	+	Admin
Innovation Fund (EMPC)	+	
Collaborative Efforts (team work)	+	

4. Investment in Human Resources

Freedom to go to conferences; $ also for administrators for professional development	+	Admin
Faculty development workshops	+	Faculty
Sharing of literature; learning paradigm awareness	+	Admin
Professional Dev. Investment	+	Faculty

5. Governance Structure

Too many committees & too much sent to committees	+	Faculty
Everyone overworked; no time to devote to process	-	Admin
Length of time to make decisions	-	
Purchasing & paper work medieval procedures; time consuming & ridiculous	-	Admin
Lack of agreement on basics; ambiguity	-	
Opportunity to learn to handle ambiguity	-	
No intentional effort to hire only faculty committed to learning paradigm	-	Admin

6. Planning

Incomplete planning process	-	Admin
Budget decisions are not yet made using plans and are not inclusive of retention or student needs	-	Admin
Do not follow through and connect pieces (of dept. plans)	-	Admin

Less than optimum focus on student & outcome jointly by student services & instruction	-	Admin
College goals are not yet developed based on planning	-	Admin
College budget **not** driven by careful planning based on research	-	Admin

7. Executive Leadership

Creation of Vision Statement	+	Admin
Selective, limited information sharing	-	Next level
Not walking the talk; not focusing on student needs to make decisions	-	Admin
Not strategizing at the administrative level on making institutional change	-	Admin
Lack of executive administrative		

APPENDIX J

AFFINITY DIAGRAM
LEVEL TWO ADMINISTRATORS' FOCUS GROUP

1. Leadership

Lack of teamwork	-
Lack of responsibility for decision-making	-
UN-shared governance	-
Change [is] administrator driven	-
Inconsistency between the talk & the walk	-
Lack of buy-in [for change] by staff	-
No decision makers	-
Inconsistent leadership	-
CEO-inconsistent messages	-
Increase in understanding/some staff	+
[Other] possible leaders [not limited to executive level]	+

2. Communication

No clear definition [of learning institution]	-
Staff uninformed	-
Information not distributed [learning paradigm	-
Lack of clear operational definition of student learning	-
[Process of] Communication across groups	-
Communication of goals	-
No clear direction	-
After conference vacuum [Learning paradigm Conf]	-
Constant dialogue[used to be stronger]	+
Availability of information (our responsibility to find it and read it)	+

3. Planning

No consistency in strategic plan	-
No trust in strategic plan	-
No action plan [lack of follow-through/implementation]	-
[Lack of] identification of goals	-
Needs of students/exit competencies [no clear definition of measurable outcomes]	-
[Lack of] tasks to accomplish goals	-
Educational Master Planning Committee	+
Vision Statement	+

4. Structure

Differential reward structures and schedules	-
Bureaucratic structure [still exists]	-
Re-instituting budget development [dept. strategic plans not considered in budget allocation]	-
Dis-equilibrium of power base [among decision-makers]	-
Organizational compromise (low risk)	-
Comfort zone for personnel in traditional organizational structures and labels	-
Formalizing institutional review	+

5. Accountability

Accountability [focus NOW more on outcomes]	+
Matriculation [reform movement has increase resources funds]	+
AB1725 to focus on reform [to identify institutional] outcomes	+
[Begin to identify] core knowledge skills	+
Traditional methods of measuring [Student/Institutional still present campus]	-

6. Culture & Climate of Organization

Resistance to change	-
Fear of unknown	-
Belief of one group input [more valuable] than another	-
Barr [wrong messenger] causes resistance from faculty	-
Fear of change	-
Lack of clarity	-
Lack of [staff] trust in the process	-
Low trust	-
Fear	-
Desire for progress	+
Faculty commitment	+
Open attitudes	+

7. Evidence of Progress

Faculty involvement	+
Learning Paradigm Conf [many are encouraged to] participate	+
Different teaching venues	+
Classroom based research	+
Opportunity to learn (staff)	+
Alternative scheduling [for students]	+
Task groups meeting [opportunity for staff input at various levels]	+
Discussions on "learning-centered concepts" are increasing [within structure]	+
Promoting mandatory counseling and orientation [about learning college]	+
Opportunities [for staff] to explore new ventures	+
Faculty advising program	+
Outreach efforts to the limited English speaking	+

APPENDIX K

AFFINITY DIAGRAM
FACULTY FOCUS GROUP

1. Leadership

lines of communication	-
always a veto	-
an apparent agreement on direction vs. dual agreement (vision statement)	-
keeping the whole in mind	-
lobby for change from above	
no real leadership on this issue, lots of talk...not much action	-
gap between theory & implementation; indecisive slow decision implementation	-
there has not been a real, substantive commitment on the part of upper administration to facilitate the change needed to move to a learning paradigm	-
administrators more accepting of innovation	+
a tradition of collaboration	+

2. Definition of the Learning Paradigm

those who favor the paradigm shift have not clearly articulated what they mean by learning paradigm	-
those who favor changing to a learning paradigm have not explained what we (faculty, staff) need to do differently	-
learning paradigm never defined	-
fear	-
the college community does not understand what is meant by "learning paradigm"	-
the discussion of the paradigm shift has caused us to re-examine what we are doing	+

3. Faculty Issues

it has caused us to think more about what we mean by student learning	+
quality of staff	+
upper administration is mostly [more] open to change	+

academic autonomy	+
learning paradigm conference changed my thinking & teaching	+
committed and caring faculty who are skilled teachers	+
great faculty staff	+
lack of tangible incentives to examine change... i.e., time and money	-
very little real effect on classroom	-
most faculty think it is a joke	-
faculty's status is perceived to be diminished under the learning paradigm	-
learning paradigm assumes that professors do not care about learning	-
faculty skepticism and institutional cynicism limit process of change	-
the need to validate faculty for what they do well already	

4. Resources

budgets	-
available funds for advances; difficult to arrange for & use	-
state funding requests	-
inability to reallocate resources	-
more work to implement change with fewer staff	-
staffing levels	-
counselors have many new roles & jobs with few resources	-
funding not based on learning	-
grants	+

5. Assessment

too little student guidance by counseling & faculty	-
difficulty in assessing learning in non-mechanical disciplines	-
"re-inventing the wheel", need to become more evidenced-based	-
wide learning approach	+
practical application of learning	+

6. Technology

computers	+
administration more supportive of technology	+
institutional support for technology changes (infrastructure, ETV)	+
planning; computers; funding	-
computers new/old/connections	-

7. Protecting Turf

we've always done it this way [mentality]	-
paradigm shift not translated into practice at department level	-
atomized department discipline structure	+ (-)

APPENDIX L

Interrelationship Digraph Matrix
Interactive Qualitative Analysis

Level One Administrators' Focus Group

	1.	2.	3.	4.	5.	6.	7.	**Out**	**In**
1.		▲	▲	▲			◄	**3**	**1**
2.	◄		◄	▲			◄	**0**	**4**
3.	◄	▲		▲			◄	**2**	**2**
4.	◄	◄	◄					**0**	**3**
5.							▲	**1**	**0**
6.							◄	**0**	**1**
7.	▲	▲	▲	▲	◄	▲		**5**	**1**

Note: Numbers across top of columns correspond to numbers and categories identified in the first column. Arrows identify relationships between concepts in columns and rows -- arrows point up (▲) indicate concept in row drives concept in column above; arrows pointing to left (◄) indicate concept in column drives concept in row to the left of the arrow.

1. **Student Focus**
2. **Learning Paradigm Conference**
3. **Innovation**
4. **Human Resource Development**
5. **Governance Structure**
6. **Planning**
7. **Executive Leadership**

APPENDIX M

Interrelationship Digraph Matrix
Interactive Qualitative Analysis

Level Two Administrators' Focus Group

	1.	2.	3.	4.	5.	6.	7.	**Out**	**In**
1.		▲	▲	▲	▲	▲	▲	**6**	**0**
2.	◄		▲	◄	◄	▲	▲	**3**	**3**
3.	◄	◄		◄	◄	◄	▲	**1**	**5**
4.	◄	▲	▲		◄	▲		**3**	**2**
5.	◄	▲	▲	▲		▲	▲	**5**	**1**
6.	◄	◄	▲	◄	◄		▲	**2**	**4**
7.	◄	◄	◄	◄	◄	◄		**0**	**6**

Note: Numbers across top of columns correspond to numbers and categories identified in the first column. Arrows identify relationships between concepts in columns and rows -- arrows point up (▲) indicate concept in row drives concept in column above; arrows pointing to left (◄) indicate concept in column drives concept in row to the left of the arrow.

1. **Leadership**
2. **Communication**
3. **Planning**
4. **Structure**
5. **Accountability**
6. **Culture/Climate**
7. **Evidence of Progress**

APPENDIX N

Interrelationship Digraph Matrix
Interactive Qualitative Analysis

Faculty Focus Group

	1.	2.	3.	4.	5.	6.	7.	**Out**	**In**
1.		▲	▲	◀	◀	▲	◀	**3**	**3**
2.	◀		▲		◀		◀	**1**	**3**
3.	◀	◀		◀	◀		◀	**0**	**5**
4.	▲		▲			▲	◀	**3**	**1**
5.	▲	▲	▲			▲	◀	**4**	**1**
6.	◀		▲	◀	◀		◀	**1**	**4**
7.	▲	▲	▲	▲	▲	▲		**6**	**0**

Note: Numbers across top of columns correspond to numbers and categories identified in the first column. Arrows identify relationships between concepts in columns and rows -- arrows point up (▲) indicate concept in row drives concept in column above; arrows pointing to left (◀) indicate concept in column drives concept in row to the left of the row.

1. **Leadership**
2. **Definition of Learning Paradigm**
3. **Faculty Issues**
4. **Resources**
5. **Assessment**
6. **Technology**
7. **Protecting Turf**

APPENDIX O

Interrelationship Digraph Analysis
Interactive Qualitative Analysis Focus Groups

		Outs	Ins	Outs-Ins
LEVEL ONE ADMINISTRATORS				
*Primary Driver	Executive Leadership	5	1	4
Mediating Driver	Student Focus	3	1	2
Mediating Driver	Governance Structure	0	1	1
PIVOT	Innovation	2	2	0
Mediating Outcome	Planning	0	1	-1
Mediating Outcome	Human Resource Dev.	0	3	-3
**Primary Outcome	Learning Paradigm Conf.	0	4	-4
LEVEL TWO ADMINISTRATORS				
*Primary Driver	Leadership	6	0	6
Mediating Driver	Accountability	5	1	4
Mediating Driver	Structure	3	2	1
PIVOT	Communication	3	3	0
Mediating Outcome	Culture/Climate	2	4	-2
Mediating Outcome	Planning	1	5	-4
**Primary Outcome	Evidence of Progress	0	6	-6
FACULTY				
*Primary Driver	Protecting Turf	6	0	6
Mediating Driver	Assessment	4	1	3
Mediating Driver	Resources	3	1	2
PIVOT	Leadership	3	3	0
Mediating Outcome	Definition of Learning Paradigm	1	3	-2
Mediating Outcome	Technology	1	4	-3
**Primary Outcome	Faculty Issues	0	5	-5

RATIONALIZING THE MODEL: Converting an IRD to a SID

1. Following the completion of the IRD, arrange affinities in decreasing order of OUT minus IN arrows. Large positive values indicate **primary drivers**: small positive numbers indicate **mediating drivers**; small negative values **indicate mediating outcomes**; large negative values indicate **primary outcomes**.

2. Assign affinities into the 4 groups described above.

3. Arrange affinities in the 4 groups into a left-to-right sequence, putting affinities in the same group in a vertical column.

4. Referring either to the graphical or the tabular form of the IRD, indicate with solid arrows two kinds of direct relationships:

 4.1 Those internal to a driver/outcome category
 4.2 Those linking an affinity to another in a category to its immediate right, but not more than one category to the right.

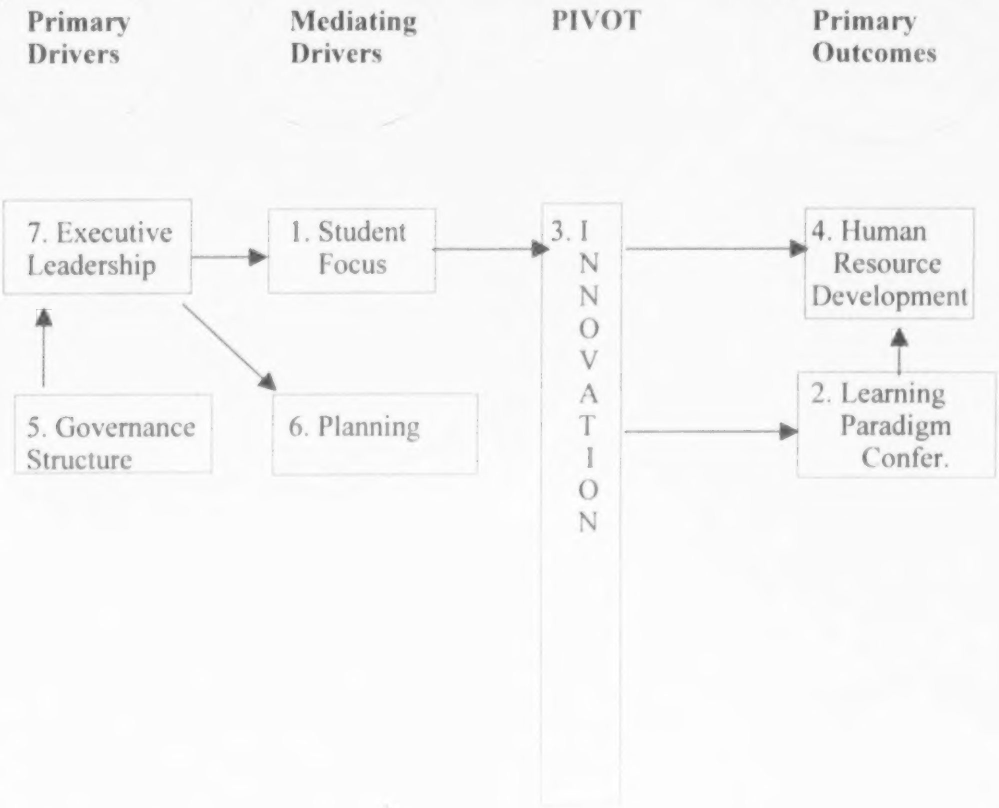
5. Indicate with dotted arrows recursive relationships, which are those linking an affinity to another in a category to the left (may be more than one category to the left).

6. Check for internal logical consistency

7. Resolve inconsistencies with data from other sources (e.g., group process versus interviews)

APPENDIX P

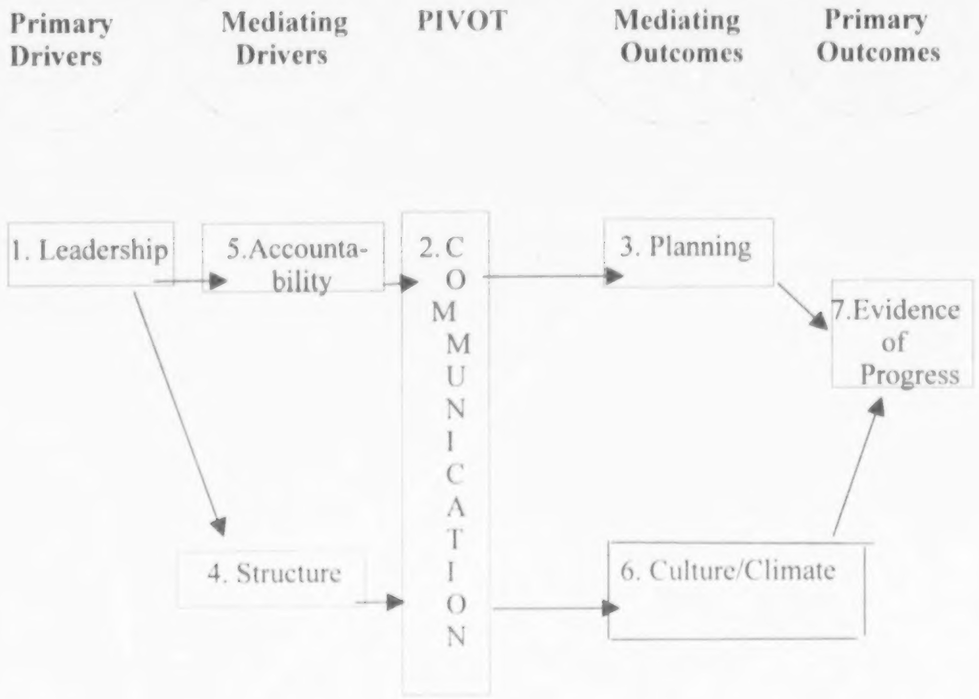
System Influence Diagram
IQA – Level One Administrators' Focus Groups


Primary Drivers
Mediating Drivers
PIVOT
Primary Outcomes
7. Executive Leadership
1. Student Focus
3. INNOVATION
4. Human Resource Development
5. Governance Structure
6. Planning
2. Learning Paradigm Confer.

Note: Numbers prior to each variable correspond to categories identified in the original priority order of relevance of the change process as identified by study participants. The IRD was converted to the SID to remove ambiguities and redundancies from the system. Hence, the differences between the original and existing order as indicated on the SID. The position of the arrows identify relationships between concepts in category--arrows that point to each concept (▸) indicate that the concept drives the variable it points to; the pivot column, indicates that this variable can either be identified as a cause or an effect of input or outcome variables.

APPENDIX Q

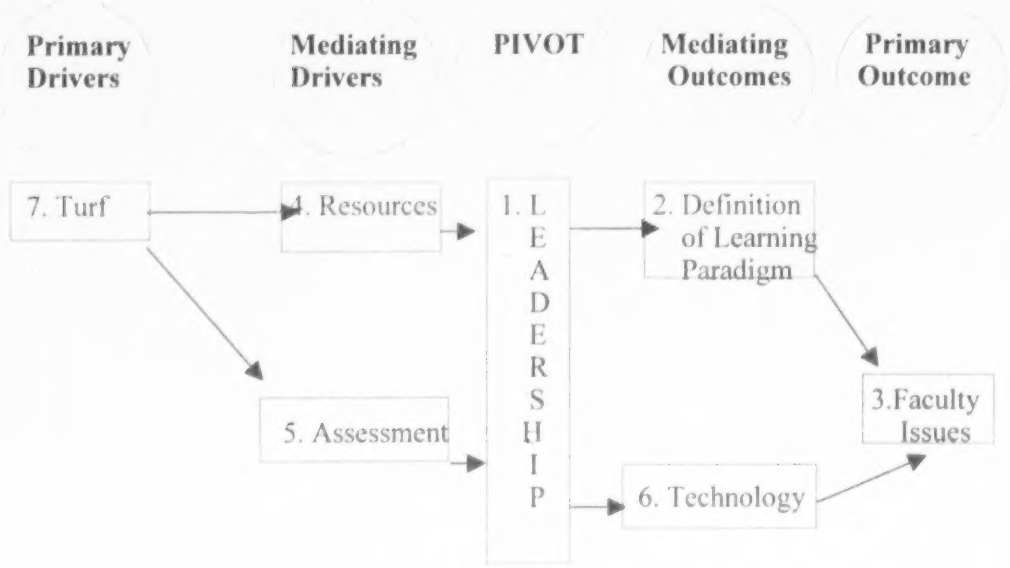
System Influence Diagram
IQA – Level Two Administrators' Focus Groups


Primary Drivers
Mediating Drivers
PIVOT
Mediating Outcomes
Primary Outcomes
1. Leadership
5.Accountability
2. COMMUNICATION
3. Planning
7.Evidence of Progress
4. Structure
6. Culture/Climate

Note: Numbers prior to each variable correspond to categories identified in the original priority order of relevance of the change process as identified by study participants. The IRD was converted to the SID to remove ambiguities and redundancies from the system. Hence, the differences between the original and existing order as indicated on the SID. The position of the arrows identify relationships between concepts in category--arrows that point to each concept (▸) indicate that the concept drives the variable it points to; the pivot column, indicates that this variable can either be identified as a cause or an effect of input or outcome variables.

APPENDIX R

System Influence Diagram
IQA - Faculty Focus Groups


Primary Drivers
Mediating Drivers
PIVOT
Mediating Outcomes
Primary Outcome
7. Turf
4. Resources
5. Assessment
1. LEADERSHIP
2. Definition of Learning Paradigm
6. Technology
3.Faculty Issues

Note: Numbers prior to each variable correspond to categories identified in the original priority order of relevance of the change process as identified by study participants. The IRD was converted to the SID to remove ambiguities and redundancies from the system. Hence, the differences between the original and existing order as indicated on the SID. The position of the arrows identify relationships between concepts in category--arrows that point to each concept (▸) indicate that the concept drives the variable it points to; the pivot column, indicates that this variable can either be identified as a cause or an effect of input or outcome variables.

APPENDIX S

Documents Reviewed For Case Study

1. Renewing the Academic Presidency: Stronger Leadership for Tougher Times, Association of Governing Boards of Universities and Colleges.
2. Article: Reforming The Governance of California Community Colleges, Thomas Nussbaum, Chancellor of the California Community Colleges.
3. AB 1725: A Comprehensive Analysis, Board of Governors, California Community Colleges.
4. The Law – AB 1725 and Title 5
5. Article: Higher Education, CCA Advocate, California Teachers Association, 1998.
6. Palomar College: The State of the College Report
7. Palomar College: The 1999 Year In Review
8. Palomar College 2005: A Shared Vision, Palomar 1998-1999 Faculty Manual
9. Palomar Governing Board & Education Master Planning Committee meeting notes
10. The Effectiveness of California Community Colleges in Selected Performance Measures, January 1998.
11. Implementing The Shared Governance Priorities of AB 1725.
12. Title 5 Regulations: Academic Senate Governance.
13. Correspondence: AB 1725 – The Model Accountability System.
14. Article: AAHE Bulletin, What the Learning Paradigm Means for Faculty, by George R. Boggs, January, 1999

REFERENCES

Adler, P. A. & Adler, P. (1994). Observational techniques. In N. K. Denzin & Y. S. Lincoln, Handbook of Qualitative Research.Thousand Oaks, CA: Sage.

Argyris, C. (1973). Intervention theory and method: A behavioral science view. Philippines: Addison-Wesley Publishing Co., Inc.

Baldridge, J. V. & Deal, T. E. (1975). Managing change in educational organizations: Sociological perspectives, strategies, and case studies, p.103. Berkeley, CA: McCutchan Publishing Corporation .

Baldridge, J. V. & Deal, T. E. (1983). The dynamics of organizational change in education. Berkeley, CA: McCutchan Publishing Corporation.

Barr, R. (1998). Obstacles to implementing the learning paradigm: What it takes to overcome them. About Campus, September-October.

Barr, R. and Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. Change,27(6) November/December.

Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A, & Tipton, S. (1985). Habits of the heart: Individualism and commitment in American life. U.S.A.: Harper & Row, Publishers.

Bennis, W. G., Schein, E. H., and Berlew, D. E. and Steele, F. I. (1964). Interpersonal dynamics: Essays and readings on human interaction . Homewood, IL: The Dorsey Press.

Bogdan, R. C., & Bicklen, S. K. (1982). Qualitative research for education: An introduction to theory and methods. Boston: Allyn & Bacon.

Boggs, G. (1993). Community Colleges and the new paradigm. Celebrations, p. 2. Austin, TX: National Institute for Staff and Organizational Development, The University of Texas At Austin.

Boggs, G. (1995-96). Community College Journal, Editors Notes. December/January, Website, www.aacc.nche.edu/commun/journal/editrnts.htm#on96notes.

Bogue, E. G. (1985). The enemies of leadership: Lessons for leaders in education. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Bolman, L. G. and Deal, T. (1994). Becoming a teacher leader: From isolation to collaboration. Thousand Oaks, CA: Corwin Press.

Brassard, M. (1989). The memory jogger plus+: Seven management and planning tools. Methuen,MA:Goal/QPC.

Brouwer, P. (1991). The power to see ourselves. Harvard Business Review, Business Classics: Fifteen Key Concepts for Managerial Success. Boston, MA: Harvard Business School Publishing Corp.

Chirban, J. T. (1996). Interviewing in Depth: The interactive-relational approach. Thousand Oaks, CA: Sage.

Cohen, A. & Brawer, F. (1996). The American Community College, (3rd Ed.). San Francisco, CA: Jossey-Bass Publishers.

Commission on the Future of Community Colleges (1988). Building communities: A vision for a new century. Washington, DC: American Association of Community Colleges.

Covey, S. R. (1989). The seven habits of highly effective people: Restoring the character ethic. New York: Simon & Schuster.

Covey, S. R. (1992). Principle-Centered Leadership, p. 239. New York: Simon & Schuster.

Creswell, J. W. (1994). Research Design: Qualitative and Quantitative Approaches. Thousand Oaks, CA: Sage.

Davis, S. & Botkin, J. (1994). The monster under the bed: How business is mastering the opportunity of knowledge for profit, p.19, 20. New York: Simon & Schuster.

Deming, W.E. (1981-82). Improvement of Quality and Productivity through Action by Management. National Productivity Review, Winter, p. 12-22. NY: Executive Enterprises.

Dolence, M. G. & Norris, D. M. (1995). Transforming higher education, A vision for learning in the 21st Century, pp. 22, 34, 61, 66, 73, 74, 77. Ann Arbor, MI: Society for College and University Planning.

Domench, D. A. (1998). Let's become champions of learning, The School Administrator, p. 51, September. Arlington, VA: American Association of School Administrators.

Dorsch, N. (1998). Community, collaboration, and collegiality in school reform: An odyssey toward connections. New York: State University of New York Press.

Drucker, P. (1994). The age of social transformation, The Atlantic Monthly, November.

Duke, D. L. (1987). School leadership and instructional improvement, p. 5. New York: Random House.

Dunham, J. (1995). Developing effective school management. London & NY: Routledge.

Eisner, E. W. (1991). The Enlightened Eye: Qualitative inquiry and the enhancement of educational practice, New York: Macmillian Co.

Fritz, R. (1999). The path of least resistance for managers: Designing organizations to succeed. San Francisco, CA: Berrett-Koehler Publishers

Fullan, M. (1982). The Meaning of Educational Change, p. 42, 107. New York: Teachers College Press.

Garvin, D. (1993). Building a learning organization. Harvard Business Review, July-August. Boston, MA: President & Fellows of Harvard College.

Gleazer, E. J. (1998). The Community College: Values, vision and vitality. Washington, DC: The Community College Press.

Gouldner, A. W. (1954). Patterns of Industrial Bureaucracy. Glencoe, IL: Free Press.

Guskin, A. E. (1994a). Reducing student costs and enhancing student learning, the university challenge of the 1900: Part I, Restructuring the administration. Change, July/August, pp. 1, 27.

Guskin, A. E. (1994b). Reducing student costs & enhancing student learning, Part II, Restructuring the role of faculty. Change, September/October, pp. 17-20, 25.

Guskin, A. E. (1998). Transformational change: An interview with Alan Guskin. AAHE Bulletin, Vol. 51, No. 1, p. 4, September.

Hargreaves, A. (1993). Individualism and individuality: Reinterpreting the teacher culture. In J. W. Little & M. W. McLaughlin (Eds.), (pp.51-76). New York:Teachers College Press.

Hatch, A. & Wisniewski, R. (Eds.). (1995). Life History and Narrative, p.8. Washington, DC: The Falmer Press.

Jupp, V. (1996). Documents & critical analysis. In R. Sapsford & V. Jupp (Eds.). Data Collection and Analysis, (pp. 138-152). London: Sage.

Kahne, J. (1994). Democratic communities, equity, and excellence: A Deweyan reframing of educational policy analysis. Educational evaluation and policy analysis 16(3), as cited in Dorsch (1998).

Kotter, J. P. and Schlesinger, L. A. (1991). Choosing strategies for change, Management of Change. Boston, MA: Harvard Business Review.

Likert, R. and Likert, J. G. (1976). New Ways of Managing Conflict. McGraw-Hill Book Company.

Lincoln, Y.S., & Denzin, N.K. (1994). The fifth moment. In N.K. Denzin & Y.S. Lincoln (Eds.), Handbook of qualitative research, p. 585. Thousand Oaks, CA:Sage.

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. Newbury Park, CA: Sage.

Little, J. W. & McLaughlin, M. W. (1993). Teachers' Work. New York: Teachers College Press.

Lorsch, J. W. and Lawrence, P. R.(1967). Organization and environment: Managing differentiation and integration. Boston, MS: Division of Research Graduate School of Business Administration, Harvard University.

Lorsch, J. W. and Lawrence, P. R. (1972). Managing Group and Intergroup Relations. Homewood, IL: Richard Irwin, Inc. and The Dorsey Press.

MacKnight, C. (1995). Managing technological change in academe. Cause Effect.

Marshall, C., Rossman, G. B. (1989). Designing Qualitative Research. Newbury Park, CA: Sage.

McClenney, K. M. (1998). Community college perched at the millennium: Perspectives on innovation, transformation, and tomorrow, Leadership Abstracts, Vol. 11, No. 8, p. 4. Mission Viego, CA: League for Innovation in the Community College.

Merseth, K. (1997). Cases in Educational Administration. U.S.A.: Addison-Wesley Educational Publishers, Inc.

Miles, M. B. & Huberman, A. M. (1984). Qualitative Data Analysis: A sourcebook of new methods, p. 27, 245, 246, 255, 257. Beverly Hills, CA: Sage.

Moe, R. (1994). A model for the reinvented higher education system: State policy and college learning, January, p. 1. Denver, CO: Education Commission of the States.

National Commission on Excellence in Education (1983). A Nation At Risk: The imperative for educational reform. Washington, DC: U.S. Government Printing Office.

Nixon, J. (1996). Professional identify and the restructuring of higher education. Studies in Higher Education, Volume 21, No. 1, p. 7-8.

Oakey, J. H. (1995). Foreword to Learning about project-based learning by R. Tretten and P. Zachariou. San Rafael, CA: The Autodesk Foundation.

Oakley, E. & Krug, D. (1991). Enlighten Leadership: Getting to the heart of change. New York: Simon & Schuster.

O'Banion, T. (1997). A Learning College for the 21st Century. Phoenix, AZ: Oryx Press.

Oblinger, D. G. & Rush, S. C. (1997). The Learning Revolution: The challenge of information technology in the academy. Bolton, MA: Anker Publishing Company, Inc.

Padron, E. J. (1998). Reinventing Miami-Dade accepting the challenge of change. Community College Journal, April/May, 1998, pp.19-20.

Palomar College (1998-99). Faculty Manual. San Marcos, CA: Author.

Palomar College (1999). Institutional Research & Planning FactBook. San Marcos, CA: Author.

Palmer, P. J. (1998). The Courage To Teach: Exploring the inner landscape of a teacher's life. San Francisco, CA: Jossey-Bass Publishers.

Patton, M. Q. (1990). Designing qualitative studies. Qualitative Evaluation and Research Methods (2nd ed.). Newbury Park, CA: Sage.

Peters, T. (1988). Thriving On Chaos. London: Macmillan.

Polkinghorne, D.E. (1983). Methodology for the Human Sciences: Systems of Inquiry. In A. Hatch & R. Wisniewski (Eds.). Life History and Narrative. Washington, D.C: The Falmer Press.

Rosenholtz, S.J. (1989). Teacher's Workplace: The social organization of schools and the problem of change. Boston, MA: Allyn and Bacon.

Roueche, J. E (in collaboration with J. C. Pitman). (1972). A modest proposal: Students can learn. San Francisco: Jossey-Bass Publishers.

Roueche, J. E. & Baker, G. A. III. (1983). Beacons for Change: An innovative outcome model for community colleges. Iowa City, IA: ACT Publications.

Roueche, J. E. & Baker, G. A., III. (1987). Access & Excellence: The open-door college, p. 7. Washington, DC: The Community College Press.

Roueche, J. E., Baker, G. A. III & Rose, R. (1989). Shared Vision: Transformational leadership in American community colleges. Washington, DC: The Community College Press.

Roueche, J. E. & Roueche, S. D. (1993). Between a rock and a hard place: The at-risk student in the open-door college. Washington, DC: The Community College Press.

Roueche, J. E., Roueche, S. D., & Milliron, M. D. (1995). Strangers in Their Own Land: Part-time faculty in American Community colleges. Washington, DC: The Community College Press.

Roueche, J. E., Taber, L. S., and Roueche, S. D. (1995). The Company We Keep: Collaboration in the community college. Washington, DC: The Community College Press.

Roueche, J. E., Johnson, L.F., Roueche, S.D., & Associates. (1997). Embracing the tiger: The effectiveness debate and the community college. Washington, DC: The Community College Press.

Roueche, J.E. & Roueche, S.D. (1998). Dancing as fast as they can: Community colleges facing tomorrow's challenges today. Community College Journal, 65(5), 30-35.

Roueche, J.E. & Roueche, S. D. (1999). High Stakes, High Performance: Making remedial education work. Washington, DC: The Community College Press.

Scheurich, J. J. (1998). Research method in the postmodern. Washington, DC: The Falmer Press.

Schlesinger, P., Sathe, V., Schlesinger, L. A. and Kotter, J. P. (1992). Organization: Text, cases, and readings on the management of organizational design and change, (3rd ed.) p. 67-72). Homewood, IL and Boston, MA: Irwin.

Scott, W. R. (1998). Organizations: rational, natural, and open systems (4th ed.), p. 96. Upper Saddle River, NJ: Prentice Hall.

Senge, P. (1990). The fifth discipline. New York: Doubleday.

Senge, P., Roberts, C., Ross, R. B., Smith, B. J., and Kleiner, A. (1994). The fifth discipline fieldbook: Strategies and tools for building learning organizations, p. 50, 51, 80. New York: Doubleday.

Sizer, T. R. (1984). Horace's compromise: The dilemma of the American high school. Boston, MA: Houghton.

Soder, R., Ed. (1996). Democracy, education, and the schools. San Francisco, CA: Jossey-Bass Publishers.

Stake, R. E. (1994). Case studies. In N. K. Denzin & Y.S. Lincoln, Handbook of Qualitative Research. Thousand Oaks, CA: Sage.

Strauss, A. & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park: Sage.

Stewart, D. W. & Shamdasani, P. N. (1990). Conducting the focus group. Focus Groups: Theory and Practice. Newbury Park, CA: Sage.

Tinto, V. (1987). Leaving college: Rethinking the Causes and Cures of Student Attrition (2nd ed.). Chicago, IL: The University of Chicago Press.

Todd Sarantos, S. (1994). Managing change by creating a synergistic environment. Innovation Abstracts, volume 7, number 11, November 1994, Austin, TX: NISOD.

Todd Sarantos, S. (1997). Personal communication, fall semester, The University of Texas at Austin.

Weber, M. (1946 trans.). From Max Weber: Essays on sociology. H. H. Gerth and C. Wright Mills, eds. New York: Oxford University Press

Whyte, D. (1994). The heart aroused: Poetry and the preservation of the soul in corporate America, p. 115. New York: Doubleday.

Wingspread Group on Higher Education (1993). An American imperative: Higher expectations for higher education, p. 19. Racine, WI: The Johnson Foundation, Inc.

Zaltman, G. and Duncan, R. (1997). Strategies for planned change, pp. 62, 65, 86. U.S.: John Wiley & Sons .

VITA

Rachel Sue Ruiz was born in Austin, Texas, the daughter of Susie and Ananias Perez. She graduated from Austin High School, Austin, Texas, in 1966. During the following years she was employed by the private sector; IBM, and the public sector; State Comptroller's Office and the Office of the Governor. After her two sons graduated from college, she entered the Austin Community College and then transferred and graduated from The University of Texas at Austin where she earned a B.Sc. in Speech Communications in 1994. She received a M.P.A. from Harvard University in 1995 and then worked as regional director for Communities In Schools, Inc. (a K-12 dropout prevention program) during the following two years. In August 1997 she entered the Graduate School of The University of Texas at Austin to pursue a Ph.D. in educational administration.